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ABSTRACT

Designed to answer the most frequently asked questions about the Arizona community colleges, this fact book offers organizational, financial, and enrollment data for the state system as a whole as well as individual colleges. First, the State Board's philosophy, mission, and value statements are provided. Next, 1995-96 progress reports are presented for the Board and 19 colleges in 10 districts, including statistical data on enrollments, staffing, and funds and descriptions of major accomplishments for the period. Data on student enrollment and enrollment trends for all the colleges are then presented for 1991-92 to 1995-96, and financial information is detailed for the same period, including the State Board budget for 1995-96. Information on programs of study is provided next, including a curriculum matrix and brief discussions of skills centers and tech prep initiatives. Finally, a directory of Board staff and lists of districts and colleges are provided. A statistical supplement provides tables of data for 1995-96 for the state's community colleges, covering student enrollment, income sources, expenditures, numbers and types of teacher certificates issued, full- and part-time faculty and non-instructional full-time staff employed, and federal vocational education funding by district. (HAA)

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The State Board of Directors for Community Colleges of Arizona

Annual Report to the Governor 1995-1996

November 1996

JC 960 664

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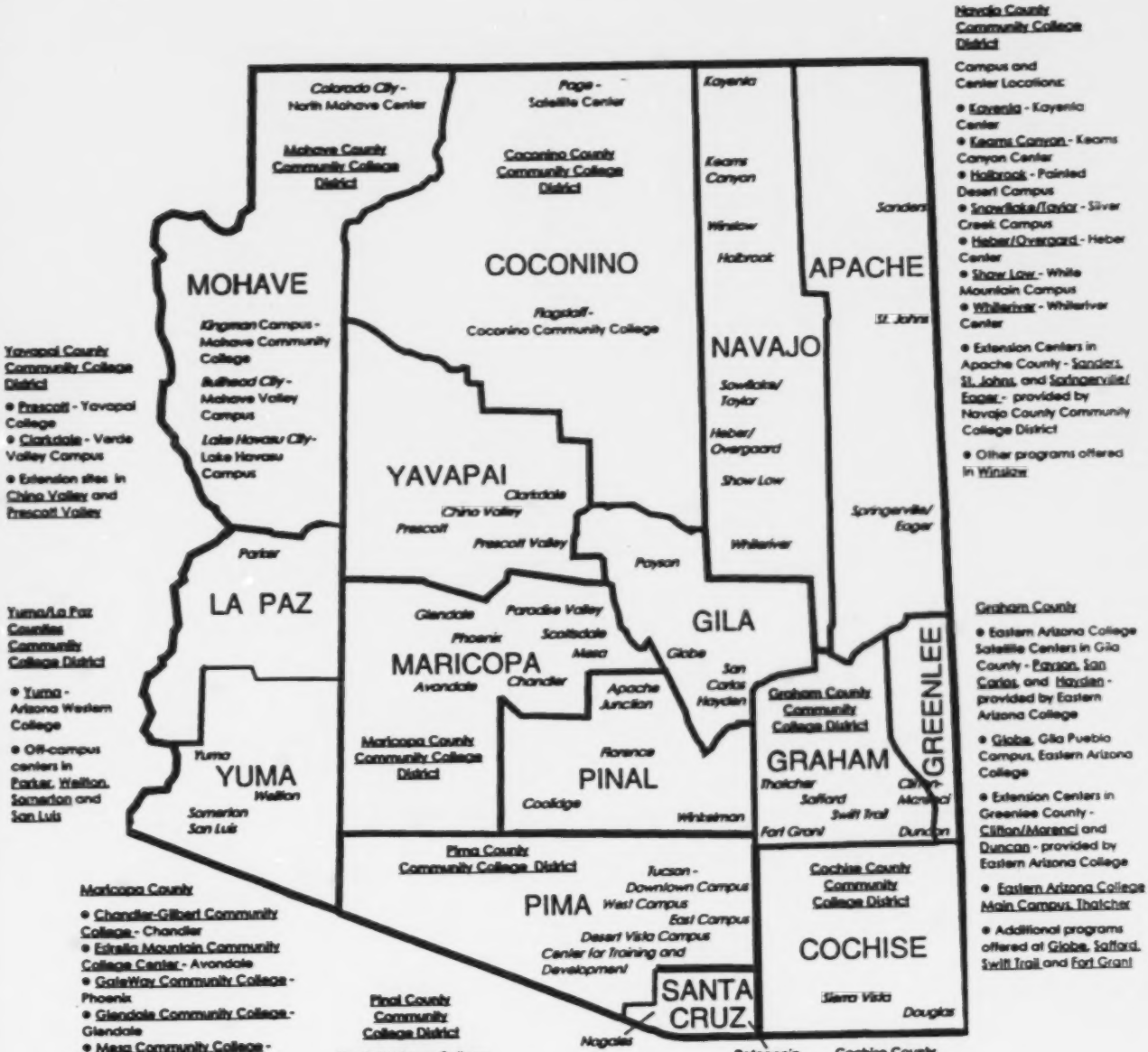

Navajo County Community College District

Campus and Center Locations:

- Kayenta - Kayenta Center
- Kearns Canyon - Kearns Canyon Center
- Holbrook - Painted Desert Campus
- Snowflake/Taylor - Silver Creek Campus
- Heber/Overgaard - Heber Center
- Show Low - White Mountain Campus
- Whiteriver - Whiteriver Center
- Extension Centers in Apache County - Sanders, St. Johns, and Springerville/ Eagar - provided by Navajo County Community College District
- Other programs offered in Winslow

Yavapai County Community College District

- Prescott - Yavapai College
- Clarkdale - Verde Valley Campus
- Extension sites in Chino Valley and Prescott Valley

Yuma/La Paz Counties Community College District

- Yuma - Arizona Western College
- Off-campus centers in Parker, Wellton, Somerton and San Luis

Graham County

- Eastern Arizona College Satellite Centers in Gila County - Payson, San Carlos, and Hayden - provided by Eastern Arizona College
- Globe, Gila Pueblo Campus, Eastern Arizona College
- Extension Centers in Greenlee County - Clifton/Morenci and Duncan - provided by Eastern Arizona College
- Eastern Arizona College Main Campus, Thatcher
- Additional programs offered at Globe, Safford, Swift Trail and Fort Grant

Maricopa County

- Chandler-Gilbert Community College - Chandler
- Estrella Mountain Community College Center - Avondale
- GateWay Community College - Phoenix
- Glendale Community College - Glendale
- Mesa Community College - Mesa
- Paradise Valley Community College - Phoenix
- Phoenix College - Phoenix
- Rio Salado Community College - Tempe and other locations
- Scottsdale Community College - Scottsdale
- South Mountain Community College - Phoenix
- Maricopa Skill Center - Phoenix

Pinal County Community College District

Central Arizona College

- Apache Junction - Superstition Mounain Campus
- Additional programs offered in Florence
- Coolidge - Signal Peak Campus
- Winkelman - Aravaipa Campus

Nogales

- Services in Nogales, Santa Cruz County, provided by Pima County Community College

Patagonia

- Services in Patagonia, Santa Cruz County, provided by Cochise County Community College

Cochise County

- Cochise College Sierra Vista Campus
- Cochise College Main Campus, Douglas

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STATE BOARD OF DIRECTORS FOR
COMMUNITY COLLEGES OF ARIZONA

3225 N. CENTRAL AVENUE, SUITE 1220 PHOENIX, ARIZONA 85012-2411
TEL (602) 255-4037 FAX (602) 279-3464

October 27, 1996

The Honorable Fife Symington
Governor
State of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Symington:

It is my distinct pleasure, on behalf of the State Board of Directors for Community Colleges of Arizona, to present you the Annual Report to the Governor, 1995-1996 as required by A.R.S. §15-1427. This report includes a brief statement regarding the progress of Arizona's Community Colleges during the past fiscal year and provides statistical information on finances, enrollment, employment, and educational programs. In addition, please find a copy of the Statistical Supplement to the Annual Report.

The State Board and I appreciate your continued support on behalf of Arizona's Community College system.

Sincerely,

Robert L. Gugino
Chairman
Pima County

1996 ACKNOWLEDGMENTS

Many individuals contributed to the preparation of the Annual Report. The following community college district representatives, Sandy Bryan, Karen Nicodemus, Laurie McCown, Ralph Orr Jr., Richard D. Balsley, Lorie O'Brien, Cathy Pierce-Urbanski, Holly Rea, Fred Gaudet, Mary A. Day, Linda Hawbaker, Lynn L. Marstiller, Howard Greenlee, Jennifer K. Shantz, Althea C. Long, Kate Lynch, David Roddy, Everett C. Robinson, Philip J. Silvers, Chuck Reinebold, R. Paul Maffey, Ray Wojda, Roger L. Johnson, A. Daniel Simper, Louis Attinasi, Eloise Young, Elise Bernal, Winifred A. Black, are gratefully acknowledged for their assistance in the collection of data used in this report.

In addition, the Annual Report Team would also like to thank the State Board office staff for their time, effort, and cooperation in the production of this report.

Annual Report Team 1996

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For more detailed information about enrollment, finances and other data about the Arizona community colleges, please consult the *Statistical Supplement to the Annual Report to the Governor, 1995-96,* also issued by the State Board.

Philosophy of Arizona's Community College System

The philosophy of the Arizona community college system is a reflection of the purpose of a free democratic society: government of, by and for the people. This can be best achieved by an educated populace so that all may exercise intelligently and morally the rights, privileges and duties of self-government. This entails the affirmation that each individual has worth and dignity, must be afforded an opportunity to develop skills and talents, and must share the responsibilities of providing educational services with the community.

Further, the philosophy recognizes that education is a vital lifelong process that–like the society to which it responds–is never static nor completely realized. Education in a democratic society aims to equip all members with the knowledge and techniques necessary for coping with the economic, social and political dynamics affecting not only the individual but also the community.

It is therefore appropriate that the individual, the community and the state should share the financing and governance of the community college system. At the district level, fiscal and educational policy can be determined by local needs. At the state level, it is imperative to establish standards, and to assess and coordinate needs and services in the best interest of the state.

Because the communities in Arizona differ widely in demographic, economic and geographical characteristics, the community colleges of Arizona must be permitted relative autonomy and a variety of curricula. But each community college must be committed to the following general objectives:

1. To offer the first two years of baccalaureate parallel or preprofessional courses of the highest quality, so that students enrolled in transfer programs may complete study for the baccalaureate in four-year colleges and universities.
2. To provide occupational programs in technical, vocational and paraprofessional fields leading to an associate degree or a certificate, and to provide retraining and upgrading of skills in these fields, so that students enrolled in occupational programs are qualified to meet current needs of the labor market.
3. To provide appropriate general education for all citizens, so that they may perform their personal and professional roles more effectively, and exercise their obligations and privileges as citizens more intelligently.
4. To offer programs in continuing education for those who wish to improve professional skills, acquire new ones, or expand their fields of knowledge and general interest.
5. To provide sound academic and occupational counseling, including job placement services, so that students may learn to define their goals clearly and pursue them realistically.
6. To provide cultural and community service programs for the enrichment of the community, and to encourage the use of community college facilities and services by all citizens of the community for educational and cultural purposes.

Finally, a democratic society prizes and values individual differences. The role of the community college is to encourage men and women of all ages to develop their skills and talents differently, each according to abilities and interests, so that collectively they contribute to the continuum of democracy.

Adopted by the State Board of Directors for Community Colleges of Arizona on October 23, 1976.

State Board of Directors for Community Colleges of Arizona

Mission

The mission of the State Board of Directors for Community Colleges of Arizona is to provide for the governance, oversight, planning, and coordination of Arizona's community college system, in order to provide an integrated statewide system of community colleges that satisfies the differing educational needs of all the peoples of Arizona. *Adopted November 21, 1992*

Vision

We, the State Board of Directors for Community Colleges of Arizona, are dedicated to the principle that the citizens of this state must have access to a broad array of educational services through community colleges. We are guided by high ethical standards, a vision for the future of the state, and an appreciation of the broad cultural diversity of the citizenry. We are committed to the principles of responsible management of state resources and are innovators in planning for the future development of the state community college system.

We systematically assess the dynamic changes in higher education to foster modifications in policies and practices required for Arizona's community colleges to remain at the forefront of educational effectiveness. We focus on the current and future needs of individual students and the educational needs of the entire state. We are an effective force for unity within the system of community colleges as it prepares for the global and interdependent society of the twenty-first century.

In fulfilling our trust, we balance the responsibility to provide statewide governance and oversight with sensitivity to the responsibility of the District Governing Boards as stewards of the respective community college districts. We are the leading advocate for the community college system with the Legislature, the Executive Branch of Government, other state agencies, and with the public. We accept responsibility for the resources and mission entrusted to us by the citizens of Arizona. *Adopted June 18, 1994*

Arizona Community College
Progress Reports
1995-96

THE STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA

Dr. Donald E. Puyear
Executive Director

Introduction

The State Board of Directors for Community Colleges of Arizona is the state level of the two-tiered community college governance system that also includes local governance of community college districts.

The State Board consists of fifteen members, one member from each county in the state, appointed by the Governor and confirmed by the Arizona State Senate for a seven-year term. In addition, a representative of the Arizona Board of Regents and the Superintendent of Public Instruction or designee complete the membership of the State Board.

The mission of the State Board of Directors for Community Colleges is to provide for governance, oversight, planning and coordination of Arizona's community college system, in order to provide an integrated statewide system of community colleges that satisfies the differing educational needs of all the peoples of Arizona.

State Board/ Office Major Accomplishments 1995-1996

New Board Members:
Michael G. Clifton from Coconino County and **Byron K. Mills** from Gila County were appointed to the State Board by Governor Symington. Their terms are from 1996 to January 2003. Governor Symington appointed **Jim Hartdegen** from Pinal County to fill the vacancy created by the resignation of Dalton H. Cole. Mr. Hartdegen will serve the remainder of the term which concludes January 1999; and **Karen F. Rizk** from Yavapai County will fill the vacancy created by the resignation of Joseph F. Russo. Mrs. Rizk will serve the remainder of the term which concludes January 1997, and **Jessie A. Slade** from Apache County was appointed to fill the vacancy created by the resignation of Robert J. McKenzie. Mrs. Slade will serve the remainder of the term which is scheduled to terminate January 1998.

Study Sessions:
The State Board conducted an All-Boards Session in October 1995. The session called for brainstorming on matters of importance to Arizona Community Colleges that the State Board, District Governing Boards, and College Presidents could address together. The session produced five categories for which goals and action plans were to be developed. The top five categories chosen were: 1) Dollars-to develop alternative financing methods; 2) Governance-to develop unified state and local goals and define a unified governance model; 3) Rules,

Regulations and Roles-to ensure that rules, regulations, and roles meet the criteria of meaningful, relevant, future-oriented, and value added; 4) Seamless "Web" Education-to empower the Joint Conference Committee to enforce articulation between community colleges and universities; 5) Public and Internal Communication-to build joint confidence between Boards and the media.

The State Board also initiated joint study sessions involving State Board, Arizona Community College Presidents Council, and Arizona Association of District Governing Boards. Five strategic conversations were held in preparation for the Sunset Review on topics such as Facilities, Academic and Student Services, Finance, Institutional Accountability, and other public policy issues.

The State Board conducted a Study Session on Community College-University Articulation and Transfer. The objective for the study session was to specify the attributes that would be present in a desired transfer articulation system; describe the status of the current transfer articulation from the community college point of view; identify approaches, strategies, solutions relating to transfer articulation.

A joint Legislative Retreat of the State Board, Arizona Community College Presidents Council, and the Association of Arizona District Governing Boards was held in June 1996 to begin the process in identifying issues for consideration by the Governor and Legislature in the 1997 legislative session.

(Continued on page 6)

Arizona Community Colleges — Facts at a Glance: 1995-96

The mission of the State Board of Directors for Community Colleges of Arizona is to provide for the governance, oversight, planning, and coordination of Arizona's community college system.

Enrollment	
Annual Full-Time Student Equivalent	80,095
Fall Headcount (credit)	155,385
Spring Headcount (credit)	152,373

By Full- or Part-Time	Fall		Spring	
Full-Time	34,518	(22.2%)	30,955	(20.3%)
Part-Time	120,867	(77.8%)	121,418	(79.7%)

By Gender	Fall		Spring	
Female	88,940	(57.2%)	86,647	(56.9%)
Male	64,508	(41.5%)	63,913	(41.9%)
Undeclared	1,937	(1.2%)	1,813	(1.2%)

By Ethnic or Race Group	Fall		Spring	
African American	5,270	(3.4%)	5,316	(3.5%)
American Indian	5,979	(3.8%)	6,068	(4.0%)
Asian American	4,620	(3.0%)	4,413	(2.9%)
Caucasian	107,105	(68.9%)	105,580	(69.3%)
Hispanic	25,947	(16.7%)	24,666	(16.2%)
Other	6,464	(4.2%)	6,330	(4.2%)

Instructional Staff	Fall	Spring
Full-Time Instructors	1,765	1,769
Part-Time Instructors	6,301	6,375

District Sources of Funds	
District Tax Levy	$258,493,932
State Aid	$95,161,000
Equalizaton Aid	$7,559,900
Tuition and Fees	$73,095,854
Fund Balances	$125,404,431
Others & Transfers	$20,705,816
Bond Proceeds	$66,049,441
Less Amount for Future Acquisitions	($119,882,430)
Total	$526,587,944

District Expenditures	
General Fund	$368,725,788
Capital Outlay Plant Fund	$62,876,320
Bond & Debt	$6,616,499
Bond & Debt Interest	$11,640,982
Total	$449,859,589

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Transfer Articulation Study Task Force:
In response to a legislative mandate, jointly sponsored with the Arizona Board of Regents a Transfer Articulation Study Task Force charged with developing a seamless plan for transfer from a community college to the State's public universities. This task force is co-chaired by representatives from ABOR and the State Board. The task force is proceeding with its work and is expected to have a report for the two boards and the Joint Legislative Budget Committee prior to the December 15, 1996 target specified in the legislation.

Committee on the Future of Arizona's Community Colleges:
In conjunction with the Association of District Governing Boards and the Arizona Community College Presidents' Association, sponsored the Commitee on the Future of Arizona's Community Colleges. The committee will address the manner in which Arizona's community colleges will need to adapt its programs, services, and organization to face the challenge of serving the State and its citizens in the first decdes of the 21st Century.

Campus Site Visitations and Board Meetings:
State Board members and office staff visited and conducted State Board meetings/study sessions at Coconino Community College, Phoenix College, Cochise College, Scottsdale Community College, and Chandler-Gilbert Community College.

Supported and attended an event honoring the three Arizona community college students (Central Arizona College, GateWay, and Yavapai) named to the 1996 All-USA Academic Team.

State Board Rules:
The State Board continued the process of review validation of its rules to insure currency and compliance with state requirements.

Curriculum Approval:
The State Board initiated a new rule on curriculum approval and process which includes a monthly "early alert" listing district intent to establish new curricula.

Evaluations:
Monitored and initiated performance-based evaluation of all district programs receiving federal vocational education funding.

Established teams to perform all major on-going functions of the State Office and initiated peer evaluation as part of a performance-based process to determine salary increases when funds are provided by the legislature.

Collaboration and Cooperation:
Jointly sponsored with the Arizona Community College Presidents Council and the District Governing Boards a legislative initiative which resulted in an appropriation of $1.1 million for planning and implementing a major thrust to improve student learning and access via the latest technology.

State Board members participated in and/or hosted four joint meetings of the Arizona Board of Regents, State Board of Education, and Arizona Commission on Postsecondary Education for the purpose of coordination.

Restructured the schedule of activities at Board Meetings resulting in a savings of 50% of required meeting time.

Upcoming Issues for 1996-1997

To develop, in collaboration with the community colleges, an equitable funding method for determining state aid to community colleges in support of academic and capital objectives.

To develop and implement a plan for the development and delivery of quality distance and technology-assisted learning that integrates the services of community colleges with those of public education and other segments of higher education.

To provide an improved articulated transfer for community college students into the State's public universities and monitor results.

To develop and implement procedures for the systematic exchange of data in order to analyze and report community college institutional effectiveness measures.

To continue the priority of team building and defining of relationships between and among the Arizona Association of District Governing Boards, Arizona Community College Presidents Council, Arizona Board of Regents, and State Board. To complete the work and report of the Committee on the Future of Arizona Community Colleges to widen the horizon and elevate the vision of community college and community leaders.

To integrate district strategic planning into the State Board's annual strategic plan and prioritization of legislative funding initiatives.

To advocate the needs of the state system of community colleges by actively lobbying the Legislature and Governor, in cooperation with the districts.

To improve accessibility to educational opportunities for all citizens of Arizona 's counties.

To determine how well the State Board and State Office are fulfilling their missions as perceived by their "customers."

To prepare for and actively participate in the Performance Audit (Sunset Review) and follow-up on findings identified in the report.

Cochise County Community College District

COCHISE COLLEGE

Dr. Walter S. Patton
President

Introduction

Cochise College, the second community college in the State of Arizona established by the 24th State Legislature, is located in the southeastern corner of Arizona in Cochise County. The first campus, built 10 miles west of Douglas, serves a younger, chiefly Hispanic community. The city of Douglas and its "twin" city across the border, Agua Prieta, along with surrounding bedroom communities have a combined population of over 100,000.

Cochise College's Sierra Vista campus serves a diverse community. The campus was opened in 1978, but began serving from various locations, including Ft. Huachuca, as early as 1964. Nestled next to the Huachuca Mountains and the Fort, a high tech military installation and the major employer in southern Arizona, Sierra Vista is poised to become a major intersection on the information superhighway.

The third center for Cochise College is situated in the agricultural community of Willcox, which is becoming known for its ecotourism. Education needs in the Willcox area center around transfer credits and personal development.

Major Accomplishments in 1995-96

Accreditation: In April 1996, the North Central Association of Colleges and Schools visiting team, led by Dr. H. Victor Baldi, president of Fox Valley Technical College, made their visit to Cochise College. After a thorough review of the College's Self-Study Report and interviews with groups and individuals on both campuses, they completed their visit with the recommendation that Cochise College receive the *maximum accreditation term of 10 years*. The team also recommended that a North Central Association focus group return in four years to evaluate progress in implementing the College's Institutional Effectiveness model.

Facilities: In September 1995, Cochise College dedicated two new buildings and completed major renovations to a third. Library and science buildings were constructed and the 300 classroom building was doubled in size to accommodate a music rehearsal hall and practice rooms, additional classroom space, a multi-purpose classroom and meeting room and office space for instruction and staff.

Renovation and relocation of classrooms and labs have been ongoing construction projects for the 1995-96 year. Student Services and Student Development buildings have been remodeled with service to the students in mind.

An adult education building was erected on campus from sections assembled off-site to fill the need for a burgeoning enrollment.

Throughout the new and renovated construction, Cochise College has introduced energy-saving lighting systems. Mac Trahan, from the Sulphur Springs Valley Electric Cooperative, presented Dr. Walter Patton, College President, with the first of a series of award checks for energy conservation in December 1995.

Academic Programs:

A pilot *Academic Reorganization* was accomplished at the Douglas campus for study and review the first semester. The structure, which adds department heads, further encourages and supports continuous improvement in the classoom. The reorganization was implemented districtwide, effective July 1, 1996.

The *aviation program* has expanded its outreach by partnering with Arizona State University and offering flight training at Williams Airfield near Chandler.

Cochise College has developed a *Center for Economic Research* that is being hailed as a valuable community resource and at the same time provides students with "real world" experience.

Events:

Dr. Walter Patton and the College have had the privilege to host a number of important guests on campus. The first guests were the Arizona Association of District Governing Boards in conjunction with the Arizona State Board of Directors for Community Colleges November meeting. The College focused its host presentation on student outcomes.

Governor Fife Symington of Arizona made his first visit to Cochise College to present President Patton with a check for $245,000 for the School-to-Work Initiative. Cochise College was the first community college to receive this funding.

A delegation of military dignitaries from the southwest African country of Namibia visited the Douglas campus to review the progress of their students in the Aviation Maintenance Technology program and to examine firsthand the facilities and faculty at Cochise College. The Namibian delegation returned home with a determination to continue and possibly expand the cooperative program.

Issues for 1996-97

The *academic structure* will be monitored to ensure that it results in better instruction and measurable student achievement.

The College will continue to *implement technology across the curriculum* through computer training, distance learning, and state-of-the-art technology availability. Developing student and faculty abilities at conducting research on the Internet is one small example of technological advancement.

The College will continue to monitor the growing economy of Sierra Vista and Cochise County to ensure that *training needs for the community* are being met.

The College will maintain active partnerships with the educational and business communities in the development of the *School-to-Work Initiative.*

Cochise College — Facts at a Glance: 1995-96

There is much to look forward to in Cochise College's future, The two major campuses, at Douglas and at Sierra Vista, are both poised at the threshold of major challenges and opportunities.

Enrollment	
Annual Full-Time Student Equivalent	2,928
Fall Headcount (credit)	4,413
Spring Headcount (credit)	4,641

By Full- or Part-Time	Fall		Spring	
Full-Time	1,259	(28.5%)	1,229	(26.5%)
Part-Time	3,154	(71.5%)	3,412	(73.5%)

By Gender	Fall		Spring	
Female	2,578	(58.4%)	2,661	(57.3%)
Male	1,820	(41.2%)	1,961	(42.3%)
Undeclared	15	(0.3%)	19	(0.4%)

By Ethnic or Race Group	Fall		Spring	
African American	299	(6.8%)	336	(7.2%)
American Indian	51	(1.2%)	46	(1.0%)
Asian American	180	(4.1%)	185	(4.0%)
Caucasian	2,637	(59.8%)	2,825	(60.9%)
Hispanic	1,097	(24.9%)	1,105	(23.8%)
Other	149	(3.4%)	144	(3.1%)

Instructional Staff	Fall	Spring
Full-Time Instructors	85	86
Part-Time Instructors	234	239

District Sources of Funds	
District Tax Levy	$7,237,386
State Aid	$5,476,700
Equalizaton Aid	$1,400,300
Tuition and Fees	$2,926,375
Fund Balances	$3,034,703
Others & Transfers	$316,774
Bond Proceeds	$0
Less Amount for Future Acquisitions	$0
Total	$20,392,238

District Expenditures	
General Fund	$15,687,004
Capital Outlay Plant Fund	$2,098,837
Bond & Debt	$195,000
Bond & Debt Interest	$160,080
Total	$18,140,921

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Coconino County Community College District

COCONINO COMMUNITY COLLEGE

Dr. Philip Tullar
President

Introduction

As Arizona's newest community college celebrates its fifth anniversary, it continues to grow and is marked by continuing success. Its brief, but rich, history underscores the magnitude of the long pent-up demand for community college services in Coconino County. To a large extent its remarkable success can be attributed to its innovative and creative partnerships with other public agencies.

Major Accomplishments in 1995-96

After thorough work and preparation, the College underwent an evaluation visit from North Central Association of Colleges and Schools in November 1995. Following close scrutiny and evaluation, the team unanimously voted to recommend full accreditation. In February 1996 the Association granted a full, unprecedented accreditation to the new College.

In July 1995 the College implemented a reorganization. The "organizational wheel," designed to enhance the efficiency and functions of the College, has been successful and has resulted in a flat organization, greater empowerment of personnel at all levels, and increased flexibility to expand and meet the needs of a dynamic and growing institution.

During 1995 Northern Arizona University offered a 40-acre parcel of land for use by the community college in an innovative and collaborative arrangement where the College could build a permanent campus in Flagstaff. The Arizona Board of Regents and the State Board of Directors for Community Colleges approved the concept.

The Flagstaff campus, currently located in a former strip-mall-shopping center, has been expanded through acquisition of additional space within the facility. However, it is dramatically apparent this facility can only be considered a temporary site for the Flagstaff campus and district administration. Educational specifications have been developed using a campus-wide process to define a future permanent facility for the community college.

Construction of the Page Campus is underway and is expected to be completed for occupancy in late 1996. This will enable the beginning of an innovative tripartite partnership between Coconino Community College, the City of Page Municipal Library and Northern Arizona University. Completion of the project will provide enhanced higher educational opportunities to the place-bound citizens of the remote Arizona rural community.

The College completed and implemented a college-wide classification and compensation program. This new program ensures that positions are systematically classified and that compensation is internally equitable and externally competitive within the limited financial capability of the College.

A Public Relations Office was established to inform College constituents and maintain public support.

Major Projects for 1996-97

A major Request for Proposals is to be issued for architectural services to develop a permanent master plan for the Flagstaff Campus. The proposal will call for a master plan and design for a future facility at the donated site. The architectural planning will be based upon the details expressed in the College educational specifications document.

A major change in services offered at Page will occur with the move into the new Page Campus facility. The district expects to occupy the facility and begin classes in January 1997. Enrollment at that location is expected to increase.

A major challenge will be to implement the innovative tripartite intergovernmental agreements between Coconino Community College, the City of Page and Northern Arizona University. The success of the project will be realized when delivery of educational services from all three entities is achieved.

The College continues its implementation of a major software conversion. The SCT BANNER software for Student Services and Financial Aid Modules is currently being introduced and will continue throughout the year.

Upcoming Issues for 1996-97

Enrollment continues to grow and the College is constantly challenged to develop innovative ways to meet new challenges.

Although additional space has been added to the inventory at the temporary Fourth Street Campus, this facility has reached its maximum capacity. The College struggles to meet the classroom and parking needs of its students. As the plans for a permanent facility in Flagstaff materialize, the District must give serious consideration to a county-wide construction bond to underwrite any new facility.

Coconino Community College — Facts at a Glance: 1995-96

The Coconino County Community College District was created on July 1, 1991, and is charged with serving the community college needs of all the residents of Coconino County.

Enrollment	
Annual Full-Time Student Equivalent	1,518
Fall Headcount (credit)	3,768
Spring Headcount (credit)	3,498

By Full- or Part-Time	Fall		Spring	
Full-Time	437	(11.6%)	488	(14.0%)
Part-Time	3,331	(88.4%)	3,010	(86.0%)

By Gender	Fall		Spring	
Female	2,298	(61.0%)	2,054	(58.7%)
Male	1,470	(39.0%)	1,444	(41.3%)
Undeclared	0	(0%)	0	(0%)

By Ethnic or Race Group	Fall		Spring	
African American	47	(1.2%)	42	(1.2%)
American Indian	540	(14.3%)	520	(14.9%)
Asian American	72	(1.9%)	65	(1.9%)
Caucasian	2,703	(71.7%)	2,462	(70.4%)
Hispanic	376	(10.0%)	370	(10.6%)
Other	30	(0.8%)	39	(1.0%)

Instructional Staff	Fall	Spring
Full-Time Instructors	24	24
Part-Time Instructors	181	172

District Sources of Funds	
District Tax Levy	$2,816,734
State Aid	$2,204,700
Equalizaton Aid*	$0
Tuition and Fees	$1,505,021
Fund Balances	$0
Others & Transfers	$134,197
Bond Proceeds	$0
Less Amount for Future Acquisitions	($67,000)
Total	$6,593,652

District Expenditures	
General Fund	$5,934,856
Capital Outlay Plant Fund	$492,915
Bond & Debt	$140,000
Bond & Debt Interest	$23,298
Total	$6,591,069

Graham County Community College District

Eastern Arizona College

Mr. Gherald L. Hoopes, Jr.
President

Introduction

Eastern Arizona College (EAC), founded in 1888, serves the 82,400 residents of three eastern Arizona counties: Graham, Greenlee and Gila. In addition to the main campus in Thatcher and a campus in Globe, the College delivers educational programs to 12 other primary locations.

During the 1995-96 school year, EAC enrolled 4,548 students in Graham County, 2,809 students in Gila County, 498 students in Greenlee County, and 454 students in prison programs, for a total of 8,309 students districtwide. EAC's students range in age from 12 to 92 with an average student age of 36.

EAC's 1995-96 operational cost per Full-Time Student Equivalent (FTSE) was $4,301.

Major Accomplishments in 1995-96

EAC attained the highest ever enrollment in Graham County at 1,625 FTSE.

The College hosted a successful North Central Association of Colleges and Schools accreditation team visit, resulting in a maximum ten-year accreditation recommendation.

EAC completed a two-phase Math/Science Complex renovation/ construction, resulting in 30,000 square feet of classroom, lab, lecture areas for math, science, and nursing instruction.

Curriculum Accomplishments:

EAC offered the initial year of its new Associate Degree Nursing program. It received approval for the second year Nursing curriculum from the State Board of Directors for Community Colleges of Arizona, the State Board of Nursing and the North Central Association of Colleges and Schools. EAC employed the necessary staff to operate the second year of the program.

The Mining/Industrial Technology AAS program was implemented in Gila County in response to requests from the community and mining companies--Cyprus Miami, Magma Pinto Valley, Carlotta Copper Co.

EAC also initiated a new computer training program for the Arizona Department of Corrections.

Technological Accomplishments:

EAC completed a major network expansion project to bring full computer networking capabilities, including Internet connectivity, to the Gila Pueblo Campus and to the Payson and San Carlos Satellite Centers. *(Note: the San Carlos Apache tribe has yet to install necessary line to make it completely connected, but EAC's work is finished.)*

The College established a new computer lab in the Math/Science Complex. It updated computers in the Computer Science and Business Technology labs.

EAC improved the Gila Pueblo Campus welding lab and established EAC as the only recognized Arizona facility at which to take the American Welding Society certification test.

The College upgraded EAC's Internet link to the University of Arizona to a full T-1 data line to enhance transmission speeds.

It also created an extensive Home Page on the World Wide Web– http://www. eac.cc.az.us

EAC significantly enhanced the EAC computer lab at the Morenci Public Library.

Major Issues & Resolutions in 1995-96

The College completed a two-phase construction/ renovation of Math-Science complex.
It moved ahead with construction plans for a new 41,200 square foot, 144-student, residence hall complex scheduled for occupancy in Fall 1997.

Issues for 1996-97

The College is working towards the development of new instructional delivery methods utilizing emerging technologies.

It needs to complete the new residence hall complex.

EAC is also requesting legislative funding of an additional $1 million for successful implementation of a new Payson campus site.

It is exploring expansion of Associate Degree Nursing program in Gila County. Maintaining a stable funding base, including equalization.

EAC is continuing ongoing efforts in support of a system-wide initiative to facilitate transfer of students attending Arizona's state-funded community colleges to Arizona's state-funded universities without loss of credit.

Eastern Arizona College — Facts at a Glance: 1995-96

Eastern Arizona College, founded in 1888, serves 82,400 residents of Graham, Greenlee, and Gila Counties.

Enrollment	
Annual Full-Time Student Equivalent	2,450
Fall Headcount (credit)	4,951
Spring Headcount (credit)	4,685

By Full- or Part-Time	Fall		Spring	
Full-Time	1,363	(27.5%)	1,122	(23.9%)
Part-Time	3,588	(72.5%)	3,563	(76.1%)

By Gender	Fall		Spring	
Female	3,041	(61.4%)	2,796	(59.7%)
Male	1,910	(38.6%)	1,889	(40.3%)
Undeclared	0	(0%)	0	(0%)

By Ethnic or Race Group	Fall		Spring	
African American	60	(1.2%)	64	(1.4%)
American Indian	298	(6.0%)	262	(5.4%)
Asian American	43	(0.9%)	40	(0.9%)
Caucasian	3,618	(73.1%)	3,433	(73.3%)
Hispanic	892	(18.0%)	848	(18.1%)
Other	40	(0.8%)	38	(0.8%)

Instructional Staff	Fall	Spring
Full-Time Instructors	58	60
Part-Time Instructors	185	165

District Sources of Funds	
District Tax Levy	$1,229,665
State Aid	$5,889,900
Equalizaton Aid	$6,081,800
Tuition and Fees	$2,006,113
Fund Balances	$14,836,008
Others & Transfers	(1,466,928)
Bond Proceeds	$0
Less Amount for Future Acquisitions	($8,820,173)
Total	$19,756,385

District Expenditures	
General Fund	$10,532,336
Capital Outlay Plant Fund	$4,562,122
Bond & Debt	$0
Bond & Debt Interest	$0
Total	$15,094,458

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

Maricopa Community Colleges

Dr. Paul A. Elsner
Chancellor

Introduction

Maricopa County Community College District is a complex, dynamic, fast-paced system of ten autonomous, energetic, creative, and decentralized colleges. Overlaid on this array of colleges, each quite different, are numerous education and training facilities and services, such as corporate training centers, literacy enrichment endeavors, radio stations, vast telecommunications networks and daily pop-up enterprises responding to the training needs of national cadres of leadership. This is in addition to globally-based training contracts, stretching from Europe to Chengdu, China.

Established in 1962, Maricopa employs a distinct vision: to strive to exceed the changing expectations of its many communities for effective, innovative, student-centered, flexible and lifelong educational opportunities. The Maricopa faculty and staff share a commitment to respecting diversity, continuous quality improvement, and the efficient use of resources.

Maricopa County Community College District is the second largest multi-college district in the nation, exceeded only by the Los Angeles community colleges. And, as a major resource for post-secondary education and job training, Maricopa constitutes the largest single provider of higher education in Arizona. Customized workforce training has become an important asset for both local and relocating businesses and industries in the area it serves.

In all, Maricopa educates and trains more than 200,000 persons year-round. Approximately 160,000 students are served annually in credit courses, and an additional 30,000 students enroll in non-credit special interest courses. Students participating in 6,150 academic and occupational credit-course offerings range in age from 17 to 80-plus. Three degrees are offered: Associate of Arts (AA); Associate of Applied Science (AAS); and Associate of General Studies (AGS).

The continued mission of the Maricopa Community Colleges is to create and improve affordable, accessible, and effective learning environments for the lifelong educational needs of the diverse communities served through:

- *University transfer education*
- *General education*
- *Developmental education*
- *Work force development*
- *Student development services*
- *Continuing education*
- *Community education*

The Maricopa Community Colleges Today . . .

Maricopa is a living system, with self-direction and self-organizing capacities. As such, it is involved in continuous improvement and self-reform. If the current year were to be characterized, it would be described as one of midyear corrections and review of priorities.

Maricopa is concentrating on redefining itself as a learner-centered system by reasserting its commitment to becoming a *learning organization*. Maricopa must lead and manage huge cultural change. Systems thinking, policy governance, chaos theory, and quality processes, all play big roles in this change.

The Apollo Project is the major organizational force for change currently occurring throughout the Maricopa Community Colleges, and perhaps in any educational institution across the nation. Efforts such as organizational analysis and redevelopment of training are being emphasized. Greater emphasis is being placed on organizational renewal, organizational development, and changes in the organizational culture. An exciting design and planning process for renewal and currency of staff and faculty is underway.

In addition, network enhancements from bond proceeds and the upgrading of every professional work station to an agile web and other internet capacities, further enhance the organizational changes.

Maricopa continues to maintain financial health and stability. Under steady State funding conditions, creativity and innovation have become budgeting hallmarks. Because minimal revenue growth is assumed for this year and next, reallocation of existing resources rather than incremental increases in funding has become essential.

The Maricopa Community Colleges Tomorrow . . .

Immense issues provide challenges for the future.

Full review of articulation processes is necessary.

Maricopa as sender, Arizona State University as receiver, constitutes an incomplete model. Both institutions are actually teaching the same students. 44,000 transcript requests come in each year. Thousands of students jointly enrolled are moving back and forth. A one-system model is needed. Everything must be rethought now!

Redefining Maricopa in the face of the current milieu of a wide-based conservatism in America at every level presents a central challenge. How will Maricopa preserve its ideological premises as a movement such as open access to everyone, its social agenda, and its sense of equity?

Maricopa is compelled to recast centrally important programs like allied health in the face of wide-reaching changes in the health care industry.

Maricopa must review its marketing and enrollment management assumptions, and step up its efforts with assessment and accountability.

Maricopa must respond to the growing demand for international competence of its graduates by the business community.

Maricopa must become positioned to be a full partner in the School-to-Work initiative, the block grant movement of training and social service programs to the states. Redefinition of its youth-school connections is mandated in light of demographic shifts of poverty, race, and new crime statistics.

How Maricopa meets these challenges will become its legacy to the future of its many communities.

Maricopa County Community College District — Facts at a Glance: 1995-96

The Maricopa County Community College District, the second largest multi-campus community college district in the nation, delivers effective teaching and learning through its 11 institutions.

Enrollment	
Annual Full-Time Student Equivalent	44,911
Fall Headcount (credit)	89,637
Spring Headcount (credit)	85,306

By Full- or Part-Time	Fall		Spring	
Full-Time	19,439	(21.7%)	17,731	(20.8%)
Part-Time	70,198	(78.3%)	67,575	(79.2%)

By Gender	Fall		Spring	
Female	50,007	(55.8%)	47,180	(55.3%)
Male	37,809	(42.0%)	36,415	(42.7%)
Undeclared	1,821	(2.0%)	1,711	(2.0%)

By Ethnic or Race Group	Fall		Spring	
African American	3,496	(3.9%)	3,449	(4.0%)
American Indian	2,305	(2.6%)	2,339	(2.7%)
Asian American	2,927	(3.3%)	2,721	(3.2%)
Caucasian	64,063	(71.5%)	60,403	(70.8%)
Hispanic	11,462	(12.8%)	10,898	(12.8%)
Other	5,384	(6.0%)	5,496	(6.4%)

Instructional Staff	Fall	Spring
Full-Time Instructors	974	970
Part-Time Instructors	3,248	3,269

District Sources of Funds	
District Tax Levy	$157,644,580
State Aid	$40,982,300
Equalizaton Aid	$0
Tuition and Fees	$40,343,891
Fund Balances	$78,735,742
Others & Transfers	$12,188,701
Bond Proceeds	$20,246,206
Less Amount for Future Acquisitions	($72,791,149)
Total	$277,350,271

District Expenditures	
General Fund	$200,553,078
Capital Outlay Plant Fund	$43,723,204
Bond & Debt	$1,886,913
Bond & Debt Interest	$7,544,007
Total	$253,707,202

Maricopa County Community College District

CHANDLER-GILBERT COMMUNITY COLLEGE

Arnette S. Ward
President

Introduction

Chandler-Gilbert Community College (CGCC), a unit of the Maricopa County Community College District (MCCCD), was created in 1985 to serve the educational needs of the rapidly growing population in the Southeast Valley of the Metropolitan Phoenix Area. CGCC now has a main campus, as well as two extension sites, the Williams Education Center and the Sun Lakes Education Center.

Major Accomplishments in 1995-96

Arizona State University East selected CGCC as its community college partner in delivering general education courses to its baccalaureate students at the Williams Education Center (WEC). CGCC currently offers Aviation programs, the Semiconductor Manufacturing Technology (SMT) program, and general education courses at WEC.

The Sun Lakes Education Center (SLEC), a college extension serving the retirement community of Sun Lakes, will be completed in the spring of 1997. The building, 5,000 square feet, will be one of three buildings located on a 9.5 acre parcel. The major occupant of land will be Chandler Regional Hospital, with which CGCC has developed a unique partnership to provide health and education services to the Sun Lakes community.

In the last four years, at the National Vocational Skills Olympics, CGCC aviation students have taken gold or silver medals every year.

CGCC's Service Learning program received the 1995 Innovation of the Year Award from the Maricopa County Community College District, in conjunction with the League for Innovation.

In 1995-96, CGCC celebrated its tenth anniversary.

Major Issues & Resolutions in 1995-96

The successful 1994 capital bond election included funding for the building of several main campus buildings and the SLEC, and for the renovations of buildings at the WEC. The main campus building projects, now in the architectural planning phase, will add more than 100,000 square feet, and the additional classrooms will allow CGCC to serve an additional 4,000 students.

CGCC completed its Self-Study Report for the North Central Association of Colleges and Schools (NCA) accreditation process. The NCA

evaluation visit is scheduled for October, 1996.

The Student Outcomes Assessment Plan for instructional effectiveness, learning evaluation, and reporting received NCA approval and has been implemented.

Upcoming Issues for 1996-97

Preparation for the expansion of buildings, services and programs on the main campus will require careful planning and hard work. Passing an additional bond election in the not so distant future will be necessary in order to build the next phase of the main campus which will include an occupational classroom building, a performing arts center, library, physical plant and parking facilities.

CGCC's service area encompasses the fastest-growing area in the Valley of the Sun. Both Chandler and Gilbert are ranked among the fastest growing communities in the nation. It will remain a challenge to keep up with the ever-growing and changing needs of these dynamic and diverse communities.

Maricopa County Community College District

Estrella Mountain Community College Center

Dr. Homero Lopez
Provost

Introduction

Estrella Mountain Community College Center, the tenth and newest member of the Maricopa Community College District, was established in 1990 as an educational center of Glendale Community College and opened the doors of its 105-acre site in the fall of 1992. Estrella Mountain is located in southwestern Maricopa County. It is positioned to serve a growing population, currently at approximately 125,000 residents and expected to increase by 100,000 residents in 20 years. Estrella Mountain's service area is comprised of seven west valley cities: Avondale, Buckeye, El Mirage, Goodyear, Litchfield Park, Surprise and Tolleson, as well as a portion of west Phoenix.

Major Accomplishments in 1995-96

Estrella Mountain Community College Center continues to serve as a national model for the integration of technology into the curriculum. Estrella Hall houses the Information Commons, which integrates instructional support, library services and information access. This area is linked to all other facilities on campus and provides voice and data capability. In 1996, Estrella Mountain installed a new fully-switched fast ethernet local area network. This new state-of-the-art network provides 100 megabytes of bandwidth to every work area and allows a dedicated 10 megabytes of bandwidth to every work station. It also allows an easy upgrade path to asynchronous transfer mode (ATM) or other faster architectures in the future. Over 2,000 national and international visitors from business and industry as well as academic institutions have come to Estrella Mountain to learn how to design, construct and use these types of facilities for their own institutions.

During the fall 1995 semester, Northern Arizona University officially dedicated the Interactive Instructional Television (IITV) site at the Estrella Mountain campus. This facility, which has allowed NAU to expand its operations in traditional and televised classes, supports the delivery of NAU courses and programs on the Estrella Mountain campus. Both bachelor's and master's level NAU degrees are now available to NAU students at the Estrella Mountain site.

Genesis West, a partnership with both Agua Fria and Tolleson High School Districts, offers an alternative to traditional high school. Students complete both their high school diplomas and earn college credits on the Estrella Mountain campus.

In partnership with Rio Salado Community College and the Literacy Volunteers of Maricopa County, Estrella Mountain has served over 6,500 clients in basic skills, ESL and GED programs.

Estrella Mountain is active in the Western Maricopa County Enterprise Zone, which supports economic development efforts in the West Valley. Estrella Mountain expanded quality service programs in the public and private sector, providing consulting and training to local cities and towns, as well as to newly established businesses.

Major Issues and Resolutions in 1995-96

Estrella Mountain was selected by the Maricopa Community College District as the site for its Southwest Valley Skill Center. This new skill center, a branch of the current Maricopa Skill Center in Phoenix, was made possible through a Public/Private Partnership between local government officials and a west valley developer. The partnership generated an estimated $661,000 in resources as an incentive for the MCCD Governing Board to select the Avondale location. The Southwest Valley Skill Center, which will offer occupational and vocational training, is scheduled to open during the fall of 1999.

During the week of Nov. 18, 1996, Estrella Mountain will be visited by the North Central Association of Colleges and Schools (NCA) evaluation team. The college, which is seeking independent accreditation from the Commission on Institutions of Higher Education of NCA, has completed its Institutional Self-Study. The college is actively engaged in the planning process for Phase II of campus development. This phase will involve the expansion of facilities, including the creation of new science laboratories, classrooms and faculty offices.

Estrella Mountain houses the Western Maricopa Consortium, a local partnership of educational institutions, business and trade associations, economic development groups, community-based organizations, labor organizations and local governments, collaborating to build a regional "School to Work" system. The goal of School to Work is to reshape curriculum and programs so that all students have a seamless transition from secondary education into meaningful, high quality careers and/or further education and training. The Consortium is a partnership in the Arizona School to Work system, funded by the federal School to Work Opportunities Act of 1994 and administered by the Governor's Division of School to Work.

Maricopa County Community College District

GateWay Community College

Dr. Phil Randolph
President

Vision and Mission

As one of the Maricopa Community Colleges, GateWay Community College has served its communities since 1968. Faculty, staff, and students work together to seek and develop opportunities which are innovative and responsive to the diverse needs of our community. By demonstrating our commitment to excellence in teaching and learning, we exceed the expectations of those we serve. The mission of the college is to provide effective, accessible, and responsive educational services in a multicultural environment, resulting in student success and customer satisfaction.

Major Accomplishments in 1995-1996

GateWay Community College awarded 207 associate degrees and 512 occupational certificates; enrolled 13,722 individuals; and generated 2,543 yearly FTSE.

New occupational programs developed were: Facilities Maintenance Technology, Occupational Safety and Health Technology, and Industrial Refrigeration.

GateWay Community High School, a charter school approved by the Arizona Department of Education, served 285 students in the Fall and 368 in the Spring. A total of 297 students received their high school diploma. Gateway Community High School provides courses for an accelerated, career-focused high school diploma program. Approximately one-third of the high school students enrolled in college courses, and many continued at the college after graduation.

During the second year of a Learn and Serve America High Education grant, 429 students from all teaching divisions participated in numerous projects involving 28 community partners, generating over 3,400 community service hours. Seventeen full-time and seven part-time faculty incorporated service-learning into their courses. Third year funding from the Corporation for National Service was also approved.

Provision of educational offerings for business clients remains an important dynamic of the college. Almost 25% of the college's FTSE comes directly from business partnerships.

GateWay Community College completed the fourth year of instructional Program Reviews. It also implemented an institutional effectiveness plan assessing the degree to which the college is accomplishing its mission and goals.

Major Issues and Resolutions for 1995-96

Faculty, staff, students, and community representatives developed educational specifications for a new Health/Nursing facility. Guiding concepts included addressing the education and training needs of the health care systems of the 21st century; inclusion of current and anticipated technologies for effective learning; and flexibility to incorporate new curricular offerings.

The GateWay Community High School was integrated into the daily routine and procedures of the college and the district.

The Ford Federal Direct Student Loan program was implemented. GateWay faculty are actively engaged with health care professionals in addressing current and anticipated changes through membership on college, district, and industry commissions and committees. The Nursing and Health Science faculty have begun a dialog on basic health skills foundation courses leading to content specialization options.

Bond monies brought improvements in the form of new personal computers for students and faculty; new security monitors and emergency telephones; and equipment for occupational programs.

Upcoming Issues for 1996-97

The College will be working on inclusion of computer and multimedia technology within the curriculum.

There is a need to remodel existing space to better accommodate student services and increase the number of classrooms to meet needs of business and industry. The college will begin construction for the expansion of child care center and a new central plant complex.

Interdependent relationships with health care agencies in order to respond to ongoing changes in the health care system must be strengthened.

The College has to continue to address community needs/issues through collaborative partnerships with K-12 schools and community-based organizations.

Review and revision of Plan to Assess Student Academic Achievement also need to be done.

Maricopa County Community College District

GLENDALE COMMUNITY COLLEGE

Dr. Tessa Martinez-Pollack
President

Introduction

Celebrating its 30th year, Glendale Community College (GCC) continues to meet the needs of its community and students. In response to the three purposes articulated in the Mission, the college is pleased to report its major accomplishments of the past year and present new plans for 1996-97.

Major Accomplishments, Issues, Resolutions in 1995-96

The passage of the bond enabled GCC to make significant improvements in technology across the learning programs of the college.

GCC submitted educational specifications for expansion of the Music building, for a new classroom building to support general education courses, and a new faculty services building that will include faculty offices, the copy center and the bookstore as the first phase of the bond capital improvement projects.

In response to North Central Association of Schools and Colleges requirements, the Institutional Effectiveness Steering Team and its four subcommittees drafted a strategic planning model for implementation in 1996-97; compiled a list of core indicators of effectiveness for college-wide assessment; adopted an outline for "effectiveness review" for departments and student support units; identified student academic achievement assessment strategies at the department level; and piloted transfer data reports that track students' transfer and success at Arizona State University (ASU).

The Mathematics Department expanded the number of "Flex Format" courses, allowing students to use a variety of learning resources and assessment mechanisms.

The following new courses were added: 21 new courses in Drafting; 7 new courses in Automotive Maintenance; 4 new courses in using Windows applications; Home and Vehicle Personal Defense; and Orientation to Modern Business.

GCC initiated a program in the High Technology Semiconductor Manufacturing Industry. The program prepares students for technician level positions in the semiconductor manufacturing and related supplier industries. It also provides an opportunity for those currently working in the field to upgrade their skills and develop the necessary prerequisites for advancement. The program is a partnership by the Semiconductor

Workforce Consortium, whose members include Intel, Motorola, Johnson Controls, SGS-Thomson Microelectronics, Micro-Rel, Air Products and Chemicals Inc., Materials Research Corp., Microchip Technology, Three-Five Systems, VSLI, Inc., and Sixtix of Phoenix. The Phoenix-area companies are teaming up to host two educational open houses which will be co-sponsored by Maricopa Community Colleges, the Arizona Department of Commerce, and the Greater Phoenix Economic Council. The educational open houses will provide information to the community on future employments needs and job training. The Semiconductor Industry is one of the fastest growing industries in the world and is projected to create 120,000 new positions worldwide.

GCC piloted an "Early Warning and Retention Program" in the spring semester. The purpose of this early warning referral program is to identify students who are experiencing difficulties that may lead to student withdrawal. Services provided to students include study programs, tutoring, and counseling referrals for personal assistance. In addition, a new student orientation program was piloted during the spring semester. New students attend a 4-hour orientation to familiarize themselves with the campus and available services. Students attend sessions dealing with time management, exam taking skills, proper study skills, and note taking. The program is designed to ease the college anxiety students experience in their first semester and retain those students who may drop out of college.

The International Students Program, a pilot program, increased the number of students served and diversified its services to students. An orientation specially designed for international students was implemented in the Fall 1995 semester and offered again in the spring semester. At the orientation, students were given a packet of information about GCC and the community, including a handbook developed exclusively for GCC international students. The International Students Program facilitates student contact with the local Social Security Office, the Internal Revenue Service, and Immigration & Naturalization Service.

Upcoming Issues for 1996-97

GCC continues to implement the capital development plan for physical plant improvements, facilities renovation, and classroom space additions.

The College will be developing a planning committee for the next phase of new building construction and existing building renovation.

A Strategic Planning Committee to solicit community input in preparation for an additional college center and to guide operational planning needs to be developed.

GCC will continue implementation of student development programs.

The Fire Science Academy Building will be constructed and a program of study implemented.

Maricopa County Community College District

Mesa Community College

Dr. Larry K. Christiansen
President

Introduction

Mesa Community College (MCC), with a fall 95-96 enrollment in excess of 22,000 students, is the largest of the Maricopa colleges. MCC prides itself on being "built on service, focused on excellence." The college's mission is to provide opportunities for lifelong learning to its diverse student population; to promote excellence in teaching, learning and service; and to encourage collaboration among its students, staff, faculty and community.

Major Accomplishments in 1995-1996

More than 1,200 MCC students received Associate degrees.

Mesa Independent Learning Option (MILO) courses were made available in 1995-1996. Students in these courses meet and/or communicate electronically with their instructor on a regular basis, while completing individualized coursework independently.

MCC's Inter-Tribal Student Organization was chosen as the officially sanctioned Super Bowl Pow Wow organization. More than 300 Pow Wow dancers participated in the pre-game show in January.

MCC's Mortuary Science program, the only one available in Arizona, was granted candidacy status by the Committee on Accreditation of the American Board of Funeral Service Education. This program began offering classes at the Williams Education Center in the fall of 1996.

MCC's Center for Public Policy and Service received the "Collaboration with Business and Industry Award" from the Campus Compact National Center for Community Colleges' in April, 1996.

The Legend, MCC's student newspaper, received the "Peacemaker" award, known as the "Pulitzer" for college newspapers, from the editors of *The Washington Post*.

MCC Men's Basketball Coach Tom Bennett was named "Conference Coach of the Year" by his peers in the Arizona Community College Athletic Conference (ACCAC). Coach Bennett had been honored in this way nine times during his 19 years as head coach.

MCC music students won 24 of the 35 available awards in the Maricopa Community College District's annual Outstanding Performers Music competition.

Motorola University West relocated from downtown Mesa to the Arizona State University

Research Park in Tempe, upon the completion of its new 100,000 square foot training facility. MCC staff continues to provide Motorola University with enrollment management and instructional support through its innovative Motorola University Partnership contract.

The City of Mesa and MCC entered into a unique joint use agreement for the downtown facility which had housed Motorola University. This building remains the home of the Business & Industry Institute which provides assessment and consulting services, and customized training options for local businesses. MCC also provided credit courses at the facility in the evenings.

Major Issues and Resolutions in 1995-1996

The "Extended College," which includes MCC's activities at the Williams Education Center, the Business & Industry Institute facility in downtown Mesa, and the ASU Research Park, continued to expand its offerings for both credit and non-credit courses.

MCC joined with two of its sister institutions, Rio Salado and South Mountain Community Colleges, to develop a Telecommunications Production facility. Planning is continuing to ensure that the facility will support the creation and distribution of courses through a variety of media to students who need them regardless of where they live.

Upcoming Issues for 1996-1997

Preliminary work has been completed on the educational specifications for the major construction projects funded through the proceeds of the1994 bond election. Committees including college staff and community representatives will participate in planning these new facilities throughout 1996-1997. The largest of these projects, the Integrated Library/High Technology Center, will become the centerpiece of the college, and will provide information access and support to members of the college and its larger community.

The College will continue to address enrollment growth issues in 1996-1997. The expansion of the Extended College will help alleviate some of the pressure created by the increasing demand for education and training. However, new and innovative solutions need to be developed. The search for such solutions will probably include finding ways to share facilities, technology and other resources with businesses and educational institutions.

A "one college/two campus" model, recently approved by the Governing Board, will be developed for a new MCC site at McKellips and Power Roads in northeast Mesa. As a result, the new campus will share administrative and support functions with the existing college. The choice of leadership for this second MCC campus will be made by January 1, 1997.

Maricopa County Community College District

Paradise Valley Community College

Dr. Raul Cardenas
President

Introduction

Paradise Valley Community College (PVCC) has entered its second decade of service to the greater northeast Phoenix community after celebrating its 10th anniversary during the 1995-96 academic year. Today the College has an enrollment of more than 5,500 students. The mission of PVCC is to provide lifelong learning opportunities through effective and accessible instructional programs and student services. These programs and services are continuously evaluated and improved to meet the needs of students, businesses and the community.

Major Accomplishments in 1995-96

PVCC joined with colleges in the United States, Canada, and Mexico in the first trilateral exchange program undertaken by these three countries. This program is part of a three-year international studies grant from the U.S. Department of Education to facilitate the exchange of students among the member colleges and universities.

PVCC was officially inaugurated as a Regional Center for Asian Studies, a joint program of the East-West Center of Honolulu, Hawaii, and the University of Hawaii, during the College's three-day International Forum. The event featured programs and presentations emphasizing the global areas of Latin America and Asia.

PVCC launched the Workforce Education Center to provide business, government and industry with credit and non-credit custom instruction and educational services. Included in these services is a Corporate College to meet the goals of a "learning institution" for large corporations and companies.

To broaden its comprehensiveness, PVCC initiated an athletic program, under the auspices of the Arizona Community College Athletic Conference. The program consists of cross country in the fall and tennis and golf in the spring, all of which proved to be competitive in its first year.

PVCC's non-credit fine arts offerings continued to expand. Enrollment for the previous year was up more than 65 percent.

PVCC continued to develop its ties with the Paradise Valley Unified School District, ASU East and NAU Phoenix with its partnership in Learning Connections, an educational consortium for the north Valley educational institutions.

PVCC, in cooperation with the Greater Paradise Valley Chamber of Commerce, presented Paradise Days, a community festival that showcased community volunteer, health, and business organizations and featured entertainment by area musicians.

Major Issues and Resolutions in 1995-96

A collegewide planning effort was initiated and an architect was selected as part of an $11 million construction and remodeling project (from the Maricopa Capital Development Campaign). This will add as many as 35 classrooms to allow the college to expand its offerings.

Upcoming Issues for 1996-97

PVCC plans to establish 13 new international studies courses and 30 interdisciplinary modules that will focus on Mexico and the Spanish language. These courses will be for the next two years with the aid of a $150,000 Title VI-A grant from the U.S. Department of Education. Students will be able to expand their literacy and fluency in Spanish with the development and implementation of three new advanced courses in Spanish and a Spanish language immersion program. Faculty will also benefit as the grant will enable PVCC to hold nine three-hour faculty seminars on Mexico each year.

PVCC is planning a campuswide Service Learning program that will give students an opportunity to become responsible citizens through organized community service experiences.

Maricopa County Community College District

PHOENIX COLLEGE

Dr. Marie Pepicello
President

Major Accomplishments for 1995-96

After a national search, Dr. Jesse Mireles was appointed Associate Dean of Instruction.

After a national search, Normand Godin was appointed Dean of Administrative Services.

In April, 1996, the College received a full 10 year accreditation from the North Central Association of Colleges and Schools. Special recognition was extended to the Fannin Library and its staff with the library being specially commended as the "center of the campus."

Program reviews were completed for English, Foreign Language, Food Service Administration, Clinical Medical Assisting, Nursing, and Science and Technology.

Phoenix College co-sponsored with Mesa Community College a summer school session in Guanajuato, Mexico.

The Phoenix College Library was renamed the Fannin Library in recognition of Senator Fannin and his family's commitment to community colleges and specifically Phoenix College.

The Partnership between the Osborn School District, Xerox Palo Alto Research Center, the U.S. Department of Defense and Phoenix College for the purpose of maintaining the "Virtual School" or Pueblo continues. Pueblo has also infused senior citizens from the Gerentology program to serve as mentors. Purpose of the partnership is to develop the concept of a which will allow students to learn via computer and have access to teachers and experts worldwide.

The CAD program received a $75,000.00 grant from the Autodesk Corporation in the form of Animation Software in order to develop new curriculum. Phoenix College was recognized for this award in part as being the first College in the state of Arizona to develop and implement new CAD curriculum in the discipline of Architectural CAD using specialized third party software.

Major Issues and Resolutions for 1995-96

Phoenix Collge developed two occupational certificate programs in the Food Services area (Professional Food and Beverage Service, Professional Cooking) as well as an occupational certificate program in Adolescence.

The College offered a collaborative police academy course through Community Education and the Phoenix Police Department.

The Legal Assisting program successfully hosted a breakfast and information session for prospective legal employers.

Faculty involvement increased in the use of technology in the classroom, WEB page development and use of the Internet for course delivery.

Upcoming Issues for 1996-97

The following are issues that the College will be facing in the following year:

Continue program reviews.

Campuswide articulation and dissemination of assessment plan.

Begin strategic planning with department chairs.

Continual planning and initiation of remodeling and building projects made possible with the passage of the 1994 Bond Issue.

Ground breaking for the addition to and remodeling of the Fannin Library.

Initiation, implementation and management of a consortium of four Maricopa Colleges known as the City Corridor Center. The purpose of the Center is to offer enrollment services, courses and facilitate collaborations with community-based organizations in downtown Phoenix.

Maricopa County Community College District

Rio Salado Community College

Dr. Linda M. Thor
President

Introduction

Founded in 1978, Rio Salado Community College is the only community college in Arizona designed solely to serve students who want or need an alternative to a traditional college environment. Approximately 70 percent of Rio's nearly 22,000 students work full time. Rio offers affordable credit and non-credit courses at approximately 200 locations. These classes are provided via advanced technology and through a variety of convenient delivery options and schedules.

Major Accomplishments in 1995-96

Rio Salado unveiled its official home page on the World Wide Web, providing students and the public at large with up-to- date information about Rio's mission, programs, faculty, administration and also detailed class descriptions and course offerings.

In the summer of 1996, Rio Salado completed the consolidation of its administrative and student services offices. Rio Tempe, a six-story 120,000 square-foot state-of-the-art facility, is located at 14th Street. It is a one-stop center for registration, financial aid, tutoring, advising, testing, and other support services as well as classes.

Rio continued developing the Rio Institute for Senior Education (RISE). A Sun Cities-based program open to people ages 55 and older, RISE participants design and administer their own courses, programs and activities. In October 1996 Rio Salado will open the Sun Cities Lifelong Learning Center, which will include a computer lab and classrooms and will be the permanent home for RISE.
In November 1996 Rio Salado will host the largest community college conference in the United States, the League for Innovation's Conference on Information Technology. This annual international conference brings together a variety of leaders and practitioners in the fields of information technology and computer applications. It also focuses on discovering how community colleges can harness and utilize the power of technology.

Major Issues and Resolutions

Rio's Applied Programs department continues to respond to the needs of the community by offering a variety of programs including Quality Customer Service, Human Services, Airline Operations and Law Enforcement Technology.

It has recently renewed a longterm partnership with the Arizona Department of Administration. The department is also preparing to launch several new programs including Optical Dispensing, Performance Retail and Pharmacy Technology.

Rio has substantially expanded its Distance Learning program, increasing both the variety of classes offered by distance and also the number of delivery options including courses via the Internet.
Rio's Distance Learning department has continued to fine tune and expand its hugely successful Flex Start classes, which give students the freedom to choose the start dates for their classes and to work at their own pace.

Upcoming Issues for 1996-97

In the future Rio will continue to expand its offerings to accommodate the changing needs and desires of its students. Rio will strive to lead the Maricopa Community College District in Distance Learning options, and will implement services for students living throughout the country and the world.

Maricopa County Community College District

Scottsdale Community College

Dr. Arthur DeCabooter
President

Introduction

Scottsdale Community College (SCC) is located on land leased from the Salt River Pima-Maricopa Indian Community. The College's mission is to create accessible, effective and affordable teaching and learning environments for the people of our communities so that they may grow personally and become productive citizens in a changing, multi-cultural world.

Major Accomplishments in 1995-96

The International Education Program has completed its first year of operation and has served as an immigration liaison. It has provided academic advisement to more than 100 international students on student visas attending SCC, as well as an additional 350 international students. The program also participated in the "Hands Across The Border" project, which is a student exchange between SCC students, and students from Hermosillo and Sonora, Mexico.

The Fort McDowell Indian Community contributed $7,000 to SCC to help build a much needed electronic scoreboard for the college athletic field. In exchange, the SCC Women's Basketball Coach and Baseball Coach will provide support to the tribe by holding clinics that will enhance the tribe's athletic programs.

A one-year business "Fastrack" Certificate Program was designed for working adults seeking to update, upgrade, or develop essential business skills. The program, developed by the SCC Business Division, is intended to prepare students for job advancement and career opportunities in today's business environment as defined by industry practitioners.

The Fall semester began with the reorganization of the SCC Associated Student Government. The new Student Leadership Forum now provides students with an increased level of student participation and involvement at Scottsdale Community College.

The SCC Cooperative Education Advisory Committee was selected by the State Council on Vocational Education as the 1996 Outstanding Local Advisory Council in Arizona.

The Senior Adult Writing Project of Scottsdale Community College published its fifth book of anthologies titled "Star in the Window" - remembrances in prose and poetry of the years 1941-1945.

The SCC American Indian Programs took a new direction this year with the introduction of two new academic programs. The Institute for Tribal Development is geared for individuals whose interests and employment needs focus on Tribal organizations. The American Indian Studies Transfer Program emphasizes the study of American Indian cultures. The Counseling Division of

SCC designed a new outreach activity - "Coffee Talks" - for parents of high school students. These sessions provide general information to potential SCC students regarding the fine academic programs offered by the college.

Students at SCC now have an opportunity to earn their Bachelor of Science Degree in Hotel and Restaurant Management on campus through a partnership between SCC and Northern Arizona University.

The SCC Theatre production of Shakespeare's "As You Like It" was selected as a Regional Finalist in the Kennedy Center/American College Theatre Festival held in Flagstaff.

The SCC PSI Gamma chapter of Phi Theta Kappa was recognized as one of 25 outstanding chapters in the United States. The selection was made from a pool of 1,200 chapters.

SCC now has 23 endowed scholarships with the three recent ones being the $20,000 Gene Davis Memorial Scholarship, the $12,000 Fiesta Bowl Scholarship, and the $6,000 Scottsdale Charros Scholarship.
SCC had over 560 junior high school students attend 15th Annual Summer Youth Band Camp during the month of June.

Former SCC student, Ryneldi Becenti, was named to the American Indian Athletic Hall of Fame this past spring.

The SCC Student Scholarship Fund is supported by over 100 members of the faculty, staff and administration of SCC through automatic payroll deductions to the Maricopa Community College Foundation every pay period. This amounts to over $20,000 annually for student scholarships.

Major Issues and Resolutions in 1995 - 96

Bridge construction by ADOT has been completed. Removal of barriers now allow easy access for students to and from the college campus.

The College has hired a full-time permanent Student Activities Director who will assist with student leadership.

Upcominc Issues for 1996-97

The North Central Association of Colleges and Schools site visit is scheduled for January 1997. SCC teams have worked throughout the spring compiling the first draft of the self-study.

The building program of five new facilities is well underway and will take much effort and time of all involved. The architects are finalizing the design of the Applied Sciences Building. The Educational Specifications for the Language & Communication/ Performance Arts building have been accepted. The design phase is scheduled in September.

There will be a continued effort to strengthen college marketing, recruitment, and retention initiatives.

Due to the change-over and implementation of software for districtwide financial records, training has been required for SCC personnel.

Funding will be a perennial issue to SCC and every college in existence until the end of time.

Maricopa County Community College District

SOUTH MOUNTAIN COMMUNITY COLLEGE

Dr. John Cordova
President

Introduction

Founded in 1979, South Mountain Community College (SMCC) serves more than 6,000 students each year. SMCC's service area, which surrounds South Mountain Park in Phoenix, includes South Phoenix, Ahwatukee-Foothills, Tempe, Guadalupe and Laveen. The 104-acre campus is located in an area that is a mix of rural, urban and suburban neighborhoods. SMCC offers a liberal arts education in a culturally diverse environment.

Major Accomplishments in 1995-96

Dynamic Learning:
This program was selected for the Innovator of the Year award for all MCCCD colleges. Students enroll for class "clusters" that are team-taught by instructors in disciplines such as reading, communication composition, and biology. Other subjects are offered in various class clusters. Students work on group projects and use multimedia presentations and Internet resources in the classroom. This year, the program was identified as a lower-division component for the elementary education program at Arizona State University through an articulated transfer partnership with ASU.

Service Learning:
Ten faculty members and 80 students participated in the college's service learning program, coordinated by the Office of Student Activities and Services, which combines classroom instruction with voluntary community service.

Storytelling Award:
The SMCC Storytelling Institute was honored as the National Storytelling Association's Service Award recipient for the Western region. The award is presented to individuals or organizations that have used storytelling to make a significant contribution to the community.

New Occupational Programs:
Four new certificate programs and a new Associate degree in Applied Science have been added to the curriculum this year. Call Center Customer Service Representative and Call Center Supervisor are two programs that prepare employees for teleservice call centers. Telecommunications Technology prepares entry-level workers to install and maintain communication systems. Early Childhood Development is offered as both a certificate of

completion program and an Applied Science degree, preparing students to work with young children.

Upcoming Issues for 1996-97

Campus Renovation: Construction begins in the Summer of 1996 to renovate the exterior surfaces of all college buildings.

New Course Delivery Approaches: The college is investigating delivery approaches that depart from a traditional classroom-based, 16-week semester. Some of these will be developed to deliver courses through the satellite network, Hispanic Educational Technology System.

Mohave County Community College District

MOHAVE COMMUNITY COLLEGE

Dr. Charles Hall
President

Introduction

Mohave Community College serves the residents of Mohave County and neighboring communities in California, Nevada, and Utah from its campuses in Bullhead City, Kingman and Lake Havasu City, and from the North Mohave Center in Colorado City. The unduplicated headcount for the 1995-96 academic year was 9,972. FTSE for the 1995-96 academic year was 2,136.

Major Accomplishments in 1995-96

The development of a School-To-Work system in the Mohave Workforce Development Partnership is rapidly becoming a reality. Partnerships have been established in each of the four geographic regions of the county and the local partnerships are represented by all levels of education, business, community organizations, and government/service entities. Goals have been developed to create systematic change in a student's total educational program.

The college's student outcomes assessment model is continuing to develop, expand, and receive national recognition. The National Center of Postsecondary Teaching, Learning, and Assessment used the model as a showcase presentation. The model is tied directly and explicitly to the mission and purpose of the college. A variety of outcomes instruments have been developed and pilot tested. Implementation of the program is in progress.

The college's full-time student equivalency of 2,136 represented an increase of 4.7 percent compared to the previous academic year.

The college's fundraising campaign has generated more than $1.1 in pledges as of June 30, 1996. Established as a three-year program, funds from the effort will be used for technology upgrades, scholarships for students and for costs associated with the college's building program. The total is nearing the base goal of $1.3 million.

The partnership between MCC and Northern Arizona University was expanded with the addition of the NAU link to Lake Havasu City. Courses originating in Flagstaff utilize video and audio technology to include students in Mohave County.

The Small Business Development Center (SBDC) provided counseling services to 180 business and pre-venture clients. The SBDC-assisted clients in obtaining more than $850,000 in start-up and expansion financing, which created more than 80 jobs. The SBDC was also instrumental in organizing and implementing business retention and expansion programs.

Major Issues and Resolutions in 1995-96

New program development has occurred during the 1995-96 academic year in the area of disability services. A disability services director was hired in 1996 to oversee Americans with Disabilities Act accommodations for the entire district. A free disabilities workshop has been created, special technology is being utilized and tracking outcomes is in progress.

Because of rapid growth in enrollment during the 90s, the college has added many new buildings to its campuses in Bullhead City, Kingman, Lake Havasu City, and at the North Mohave Center in Colorado City. During the 1995-96 academic year, each of the

areas made tremendous progress in landscaping the facilities, while making ADA improvements at the same time.

Upcoming Issues for 1996-97

The MCC-NAU partnership will continue with the expansion of the telecommunications link to the Mohave Valley Campus in Bullhead City. Expected to be operational in the fall of 1996, the link will enable residents of the Bullhead City area to take NAU classes in their own community.

The partnership between the two institutions will be further strengthened by the move toward an "NAU-Mohave" concept, which will result in a full-time director and faculty from the university being located on site in Mohave County. Although the concept is similar to the "NAU-Yuma" model, the "Mohave" model will feature a multi-campus system.

The development of the Emerging Technologies (ET) program will continue to be a major priority. ET is a multi-year professional development program plan that will provide faculty with knowledge and skills in the use, development, and application of appropriate technologies in the classroom. This program will teach students the value of technology training in their chosen career field.

Mohave Community College is also developing a network of programs geared to training current, emerging and transitional workforce. Through the partnership of the college and the American Management Association, the program will expand to include dual certificates. A new partnership with the Industry Network Corporation will be implemented within the county to provide consulting and training to small and medium-sized manufacturing firms. As part of "School-to-Work." The College will also develop a cooperative education program in which students acquire work experience as part of their learning process.

As the 1996-97 academic year began, the college started celebrating its 25th anniversary, using the theme of *"Mohave Community College's Silver Bonanza."*

Mohave Community College — Facts at a Glance: 1995-96

Mohave Community College serves the residents of its communities from campuses in Bullhead City, Kingman and Lake Havasu City, and from the North Mohave Center in Colorado City.

Enrollment	
Annual Full-Time Student Equivalent	2,136
Fall Headcount (credit)	5,209
Spring Headcount (credit)	5,514

By Full- or Part-Time	Fall		Spring	
Full-Time	676	(13.0%)	680	(12.3%)
Part-Time	4,533	(87.0%)	4,834	(87.7%)

By Gender	Fall		Spring	
Female	3,320	(63.7%)	3,473	(63.0%)
Male	1,882	(36.1%)	2,041	(37.0%)
Undeclared	7	(0.1%)	0	(0%)

By Ethnic or Race Group	Fall		Spring	
African American	24	(0.5%)	26	(0.5%)
American Indian	187	(3.6%)	192	(3.5%)
Asian American	83	(1.6%)	84	(1.5%)
Caucasian	4,445	(85.3%)	4,769	(86.5%)
Hispanic	466	(8.9%)	443	(8.0%)
Other	4	(0.1%)	0	(0.0%)

Instructional Staff	Fall	Spring
Full-Time Instructors	49	50
Part-Time Instructors	199	245

District Sources of Funds	
District Tax Levy	$6,927,363
State Aid	$3,440,300
Equalizaton Aid	$0
Tuition and Fees	$1,345,435
Fund Balances	$1,673,754
Others & Transfers	$452,179
Bond Proceeds	$0
Less Amount for Future Acquisitions	$0
Total	$13,839,031

District Expenditures	
General Fund	$10,347,543
Capital Outlay Plant Fund	$889,375
Bond & Debt	$55,000
Bond & Debt Interest	$354,583
Total	$11,656,501

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Navajo County Community College District

NORTHLAND PIONEER COLLEGE

Dr. John Anderson
President

Introduction

Northland Pioneer College (NPC) is a comprehensive, multicampus community college with four campuses, six centers and numerous other delivery sites throughout Navajo and Apache counties in northeastern Arizona. NPC was established in 1974 with primary funding from Navajo County. NPC provides classes in Apache County, which does not have an organized community college district, through an intergovernmental contract.

Nearly one fourth of NPC's service-area population is Native American, residing on one of three major Indian Reservations (Navajo, Hopi and Apache) making up nearly 40 percent of the District's 21,000-square-mile service area.

Mission

The mission of Northland Pioneer College is to provide quality educational programs, services and resources for the residents of Navajo and Apache counties. The curriculum will include a variety of academic, technical and enrichment courses to promote personal growth, develop individual skills, and prepare students for continuing educational and employment opportunities. The College also recognizes the importance of community involvement, environmental awareness, and open access for all who have the desire and ability to learn.

Major Accomplishments in 1995–96

Groundbreakings and actual construction has begun on four classroom/ laboratory/library complexes (one on each of the four campuses) funded by capital improvement bonds approved in May, 1995. Two facilities, on the Little Colorado Campus (Winslow) and the Painted Desert Campus (Holbrook), should be completed for spring 1997 classes. Buildings on the Silver Creek Campus (Snowflake/ Taylor) and the White Mountain Campus (Show Low) are scheduled for completion summer 1997.

President John Anderson received the National Council for Marketing and Public Relations (NCMPR) District VI Pacesetter Award, presented annually to the community college chief executive who has demonstrated special leadership, support and ability in college communications and marketing. Dr. Anderson was selected among nominations solicited from the 180 community colleges within NCMPR's District VI, which covers Arizona, California, Hawaii; Nevada, Utah, Micronesia, Northern Marianas, American Somoa, Australia, Guam, New Zealand, Wake Island and the Trust Territories. NCMPR is a professional organization of individuals involved in marketing, communications and public relations at community, junior and technical colleges.

Historically the two adjoining Apache County communities of Springerville and Eagar have found little to agree on. But this spring the two town councils agreed to purchase a former doctor's office and lease the building to NPC. The morning after the historic agreement, a sign appeared in front of the Main Street building declaring "New Home for Northland Pioneer College's Springerville/ Eagar Center." Remodeling is underway and some classes may be offered there this fall. NPC plans to use its existing modular building for interactive audio and video classes this fall until a new microwave tower can be installed and tested.

Over 230 business partners have signed up in just over two months to participate in the Northland School-to-Work consortium. NPC is the consortium's fiscal agent and works with area high and charter schools through a Governor's Office grant.

Major Issues and Resolutions in 1995–96

NPC has reached an agreement with the Navajo Nation for a long-term lease on property adjacent to Monument Valley High School. The site will become the permanent home for NPC's Kayenta Center. Preliminary drawings for a new building, paid for by capital improvement bonds, are now being reviewed by Tribal, school district and College personnel.

A similar agreement has been reached with the Hopi Tribe for a new NPC facility in Keams Canyon. Currently in the design phase, the expanded center will include telecommunications links to other NPC sites for instructional television courses. This project was also included in the District's first successful bond election in its 22-year history.

NPC secured a fourth $200,000 legislative payment for capital improvements on the White Mountain Campus. The payments are used in a lease-purchase agreement with Sallie Mae for the Ponderosa Center.

Despite federal assurances of four-year funding, the Northeastern Arizona School, College and University Partnership (NA-SCUP) shut down in May after a very successful first year. Designed to encourage "at-risk" youth to stay and succeed in school, the $350,000 federally-funded technology and community resources project was cut from the Department of Education budget. Significant reductions occurred in the dropout rate in each of the initial school system partners, Alchesay High School and the Cibecue Community School. Over 70 percent of Navajo and Apache counties' high school students have been identified as "at-risk."

Upcoming Issues for 1996-97

Finding a replacement for NPC President John Anderson, who will be retiring in January, 1997, will be a challenge. Dr. Anderson became NPC's third president in January, 1991.

Completing and furnishing the classroom/laboratory/library complexes on the four campuses and starting construction on facilities in Kayenta and Keams Canyon, are yet to be accomplished.

NPC needs installation of new administrative computer hardware and software, to provide districtwide access for registration, student billing and tracking. Implementation of five Local Area Networks (LANs) and a two-county Wide Area Network (WAN) to provide an Internet on-ramp are also necessary.

NPC has to continue updating telecommunications equipment for interactive instructional television, telephonic and data transmissions. Expansion of existing eight-site interactive video delivery system to communities north of Interstate 40 also has to be done.

There is also a need to look at student housing on the White Mountain Campus. Creative funding sources will continue to be examined. Construction costs still do not allow an affordable, revenue-based project.

Northland Pioneer College — Facts at a Glance: 1995-96

The mission of Northland Pioneer College is to provide quality educational programs, services, and resources for the residents of the Navajo County Community College District.

Enrollment	
Annual Full-Time Student Equivalent	2,128
Fall Headcount (credit)	4,483
Spring Headcount (credit)	4,907

By Full- or Part-Time	Fall		Spring	
Full-Time	783	(17.5%)	780	(15.9%)
Part-Time	3,700	(82.5%)	4,127	(84.1%)

By Gender	Fall		Spring	
Female	2,944	(65.7%)	3,139	(64.0%)
Male	1,539	(34.3%)	1,768	(36.0%)
Undeclared	0	(0%)	0	(0%)

By Ethnic or Race Group	Fall		Spring	
African American	59	(1.3%)	71	(1.4%)
American Indian	1,216	(27.1%)	1,407	(28.7%)
Asian American	31	(0.7%)	27	(0.6%)
Causasian	2,785	(62.1%)	2,946	(60.0%)
Hispanic	379	(8.5%)	441	(9.0%)
Other	13	(0.3%)	15	(0.3%)

Instructional Staff	Fall	Spring
Full-Time Instructors	56	55
Part-Time Instructors	273	310

District Sources of Funds	
District Tax Levy	$6,749,801
State Aid	$4,305,700
Equalizaton Aid	$25,700
Tuition and Fees	$2,020,428
Fund Balances	$1,275,000
Others & Transfers	$991,507
Bond Proceeds	$15,600,000
Less Amount for Future Acquisitions	$0
Total	$39,968,136

District Expenditures	
General Fund	$10,512,359
Capital Outlay Plant Fund	$3,070,515
Bond & Debt	$940,000
Bond & Debt Interest	$209,689
Total	$14,732,563

Pima County Community College District

Pima Community College

Dr. Robert D. Jensen
Chancellor

Introduction

Pima Community College (PCC), is the fifth largest multi-campus community college in the United States. This year, the College offered more than 2,000 active and pilot courses in 63 different programs leading to Associate of Arts, Associate of Science, Associate of General Studies, Associate of Applied Arts, and Associate of Applied Science degrees and basic, advanced, and technical certificates. In 1995-96, the College served 53,049 students in credit and non-credit classes. Unduplicated headcount was 37,903 for credit courses and 15,146 for non-credit courses.

Major Accomplishments in 1995-96

The College set up a Citizens' Bond Oversight Committee to oversee expenditures under the $139.98 million bond package passed in 1995 to modernize and complete campuses, construct education centers, upgrade the College's communications infrastructure, and renovate facilities to comply with the Americans with Disabilities Act.

More than one thousand employees and community members participated in a comprehensive review of the College's mission and values. A process which included a values survey, six values forums, a mission charrette, and multiple feedback reviews led to a reformulated statement of Values, Mission, Purposes, and Indicators of Success.

In March 1996, the College began a one-year process of developing an Educational Master Plan. By combining the work of nine internal planning teams, a steering committee, and the assistance of the consulting firm Maas, Rao,Taylor and Associates, the College will produce a comprehensive plan to address programs and services, enrollment management, human resources, facilities, and technology.

In its ongoing curriculum development, the College consolidated its Office Education programs into Administrative Support, reinvigorated its Air Conditioning and other building trades skills into a new Construction Technician program, developed eleven summer workforce academies for high school students, and, with intensive industry involvement, developed a new Technology Cluster in support of high-tech industries.

Several initiatives were designed to assist students' ease-of-access to programs: aligning the College calendar with the University of Arizona and local school districts, earlier distribution of course schedules, and a faster delivery system for federal financial aid.

The College developed a more integrated approach to institutional effectiveness activities, with stronger linkages between its planning, assessment, and budget functions.

Major Issues and Resolutions in 1995-96

A Basic Skills Assessment Committee initiated development of an implementation study for computerized, adaptive placement assessment of incoming students.

PCC and Northern Arizona University signed a 2+2 articulation agreement for a bachelors' degree in Hotel/ Restaurant Management and Vocational-Technical Education.

The Pima/Santa Cruz County School-to-Work Partnership was one of a small group of partnerships from across the nation to receive both state and federal School-to-Work grants, winning more than $1.33 million for school districts, the College, and southern Arizona businesses to initiate activities to positively impact education. The College began by working with school and business partners to establish a series of career Summer 1996

Workforce Academies for more than 200 high school students.

PCC's Office of Assessment Research piloted analyses of student outcomes using the College's longitudinal file of student data and the statewide student tracking system (ASSIS).

The Adjunct Faculty Task Force completed its evaluation of the implementation of the 3-year plan to improve recruitment, support, and compensation of part-time faculty. The task force also updated its 1992 recommendations.

The College evaluated the implementation of the 1994 department chair reorganization.

The College launched an international education initiative with two programs: international business development training with the Universidad de Occidente (Mexico) and Mohawk College in Canada, and entrepreneur training for Ukrainian business people.

Upcoming Issues for 1996-97

The $2.5 million Title III grant project will institutionalize activities designed to meet the needs of underserved and distance students through information kiosks, an online library system, a technology core curriculum, interactive instruction, and interactive video advising.

The Education Master Plan, to be completed in May 1997, will provide a comprehensive blueprint for the College programs and services, as well as a basis for identifying future strategic directions.

The College's Capital Development Project, under the review of the external Bond Oversight Committee, will finalize plans for capital expenditures from the 1995 bond.

The College will open its 40,000 square foot Community Campus facility in the Downtown Commerce Park. It will house a teleconference hub for use by the College, Northern Arizona University, corporations, and community organizations.

In partnership with the University of Arizona and the public and private sectors, the College will develop instructional modules in Environmental Science under a $330,000 grant from the National Science Foundation.

The College will participate in the Arizona Learning Systems (ALS) by developing a business plan and assessing network capacities vis a vis the needs of participating schools.

Pima Community College — Facts at a Glance: 1995-96

Pima Community College is the fifth largest multicampus community college in the nation.

Enrollment	
Annual Full-Time Student Equivalent	15,050
Fall Headcount (credit)	26,659
Spring Headcount (credit)	25,726

By Full- or Part-Time	Fall		Spring	
Full-Time	6,499	(24.4%)	5,648	(22.0%)
Part-Time	20,160	(75.6%)	20,078	(78.0%)

By Gender	Fall		Spring	
Female	15,146	(56.8%)	14,537	(56.5%)
Male	11,513	(43.2%)	11,189	(43.5%)
Undeclared	0	(0%)	0	(0%)

By Ethnic or Race Group	Fall		Spring	
African American	932	(3.5%)	1,035	(4.0%)
American Indian	860	(3.2%)	817	(3.2%)
Asian American	1,094	(4.1%)	1,104	(4.3%)
Caucasian	16,540	(62.0%)	15,831	(61.5%)
Hispanic	7,233	(27.1%)	6,939	(27.0%)
Other	0	(0%)	0	(0%)

Instructional Staff	Fall	Spring
Full-Time Instructors	258	260
Part-Time Instructors	1,204	1,150

District Sources of Funds	
District Tax Levy	$39,812,746
State Aid	$17,871,500
Equalizaton Aid	$0
Tuition and Fees	$18,253,525
Fund Balances	$13,589,167
Others & Transfers	$5,933,088
Bond Proceeds	$30,203,235
Less Amount for Future Acquisitions	($38,004,108)
Total	$87,659,153

District Expenditures	
General Fund	$67,103,055
Capital Outlay Plant Fund	$3,982,828
Bond & Debt	$1,689,231
Bond & Debt Interest	$1,421,605
Total	$74,196,719

Pinal County Community College District

CENTRAL ARIZONA COLLEGE

Dr. John J. Klein
President

Introduction

The Pinal County Community College District was established in 1962. Central Arizona College (CAC) is a comprehensive multi-campus college which includes the Aravaipa Campus north of Tucson between Mammoth and Winkelman; the Signal Peak Campus, serving western central Pinal County between Casa Grande and Coolidge; Superstition Mountain in Apache Junction; and an education center at the Arizona State Prison Center in Florence. The college's mission is dedicated to the lifelong learning process and seeks to further the educational, social, economic and cultural development of its constituents in the following areas: general education, transfer education, occupational and technical education, student development, developmental education, continuing education and community services and economic development.

Major Accomplishments in 1995-96

CAC increased enrollment by serving more than 14,111 unduplicated headcount due to growth in Pinal County and business expansion, providing workforce development.

CAC developed strategic alliances with semiconductor giant Intel and Caterpillar Diesel. It implemented a Manufacturing Electronics program that trains students specifically for the expanding career field of computer chip manufacturing. It also developed a specialized training program for heavy equipment employees.

CAC students distinguished themselves academically by placing six members on the first-ever All-Arizona Academic Team. Signal Peak Campus student Janet Burges of Casa Grande was later named to USA Today's All-USA Academic Team.

CAC became one of 15 community colleges nationwide to be honored with the inaugural David Pierce Quality Organizational Leadership Award.

College President Dr. John J. Klein was honored for his innovative leadership by the Association of Community College Trustees, who presented him with the Pacific Regional Chief Executive Officer Award at the Pacific/Western/Central Region Seminar held in Phoenix.

Men's Track & Field won its first national championship, and the Parliamentary Procedures Team won its third national title, the first since 1977.

Major Issues and Resolutions in 1995-96

The North Central Association of Colleges and Schools' two-day focus visit on the college assessment of student academic achievement, and leadership outcomes concluded with congratulations for implementing standards evaluators called "innovative achievements."

CAC and Northern Arizona University formalized an agreement to offer upper-division coursework to Pinal County citizens at the Signal Peak Campus. NAU has its own office, staff and classroom on campus, as well as distance learning classrooms. A Pinal County university foundation has been established and has

received more than $600,000 in pledges to construct a building for NAU at Signal Peak.

The Governing Board streamlined its operations by adopting a customized version of the Policy Governance model.

A comprehensive university articulation policy inched closer to reality with college President John J. Klein being named to the statewide Articulation Task Force.

Master planning for the Signal Peak Campus calls for new buildings for a computer commons, central receiving, arts and student services, an addition to the Learning Resource Center, and a building for Northern Arizona University.

Upcoming Issues for 1996-97

A condemnation process for land surrounding the Superstition Mountain Campus in Apache Junction is expected to be resolved, giving the CAC campus an additional 28 acres for expansion.

An expansion of the distance learning network will result in classroom conversion at each campus to meet the increasing demands of students for improved course availability offered by the multi-media teaching and learning system.

The articulation agreement with the state's public universities continues to place limits on community college students transferring without loss of credits.

Arizona Revised Statutes 15-1463 provides for state matching funds for campus development. CAC is requesting $1 million from the State Legislature to aid in completing development of the Superstition Mountain Campus in Apache Junction.

Capital funding for electronic transfer of data and information between colleges and universities; digital telephone system to transmit voices, video & data, and Distance Learning Systems to serve high schools and libraries within the county.

Central Arizona College — Facts at a Glance: 1995-96

Central Arizona College's mission is dedicated to the learning process and seeks to further the educational, social, economic and cultural development of its constituents.

Enrollment				
Annual Full-Time Student Equivalent			3,260	
Fall Headcount (credit)			4,427	
Spring Headcount (credit)			4,634	
By Full- or Part-Time	**Fall**		**Spring**	
Full-Time	1,219	(27.5%)	1,069	(23.1%)
Part-Time	3,208	(72.5%)	3,565	(76.9%)
By Gender	**Fall**		**Spring**	
Female	2,390	(54.0%)	2,613	(56.4%)
Male	1,972	(44.5%)	1,958	(42.3%)
Undeclared	65	(1.5%)	63	(1.4%)
By Ethnic or Race Group	**Fall**		**Spring**	
African American	133	(3.0%)	118	(2.5%)
American Indian	232	(5.2%)	195	(4.2%)
Asian American	34	(0.8%)	28	(0.6%)
Caucasian	2,434	(55.0%)	3,407	(73.5%)
Hispanic	1,253	(28.3%)	826	(17.8%)
Other	341	(7.7%)	60	(1.3%)

Instructional Staff	Fall	Spring
Full-Time Instructors	91	93
Part-Time Instructors	292	321

District Sources of Funds	
District Tax Levy	$10,547,332
State Aid	$5,758,200
Equalizaton Aid	$0
Tuition and Fees	$1,765,426
Fund Balances	$1,903,857
Others & Transfers	$778,704
Bond Proceeds	$0
Less Amount for Future Acquisitions	$0
Total	$20,753,519

District Expenditures	
General Fund	$16,020,616
Capital Outlay Plant Fund	$1,277,737
Bond & Debt	$320,000
Bond & Debt Interest	$128,423
Total	$17,746,776

Yavapai County Community College District

YAVAPAI COLLEGE

Dr. Doreen Dailey
President

Introduction

Campuses in Prescott and the Verde Valley, extension campuses in Chino Valley and Prescott Valley and numerous outreach sites, provide educational services to a rapidly growing population in an area of over 8,100 square miles.

Telecommunications technology provides interactive courses between Prescott and the Verde Valley and to outlying areas. The College offers professional-technical programs, university transfer courses and, as an active member of the community, pursues partnerships with business to offer specialized contract training. Collaborations allow the College to efficiently husband operating funds and provide additional learning opportunities for constituents.

The college hosts the largest Elderhostel in the United States and provides small business counseling through Small Business Development Centers in Prescott and the Verde Valley.

Major Accomplishments in 1995-96

The college has adopted four strategic initiatives to guide it into the 21st century.

Initiative #1 —
Accelerate the shift of Yavapai College from a teaching to a learning institution.

Initiative #2 —
Nurture an ethic of community service in all students, faculty, and staff.

Initiative #3 —
Develop lifelong learning options without barriers in partnership with other educational and community organizations.

Initiative #4 —
Build healthier communities by encouraging people to participate in government and design their own future with sustainable economic development and stewardship of resources.

All programs in 96-97 catalog have an experiential learning component to provide "hands-on" experience to students.

Multi-media teaching techniques are being used in many courses to improve student learning.

Continuous assessment of student learning is undertaken at all levels of instruction.

A substantial increase in the number of new computers, registration by telephone, weekend and evening college courses, increased efforts to retain students and better enrollment management techniques have resulted in increased FTSE.

The creation of a Technology Center on the Prescott Campus will allow flexibility in program offerings, enhance support for existing programs, maintain an up-to-date curriculum and allow the college to expand into other technology based instruction.

Enrollment is strong in distance delivery course offerings. An Interactive Television classroom on the Prescott Campus has been dedicated to NAU and in

the first year has seen enrollment twice that projected.

The Prescott Valley Business and Career Center is open and will offer programming to prepare adults for job upgrades and changes.

The PEAK alternative high school on the Prescott Campus continues to experience high demand.

Major Issues and Resolutions in 1996-97

Stewardship and husbandry of resources continues to be a principal issue. Employees continue to work effectively to reduce costs and increase FTSE. Finding creative ways of managing deteriorating facilities will be necessary.

The college continues to provide educational opportunities throughout the county with innovative teaching and learning methods. Mobile computer labs, short-term training, distance delivery by television and interactive video are challenging new ways of providing education to students.

Upcoming Issues for 1996-97

The development of new learning methods associated with the virtual university and related methods of distance delivery will constitute a major effort in the immediate future.

In addition to developing a role in the virtual university, Yavapai College will continue to expand its role in economic and community development, cultivate educational collaboratives with secondary and middle schools and develop methods and procedures for governance in keeping with modern management practice.

Yavapai College — Facts at a Glance: 1995-96

Yavapai College provides educational services in a county nearly the size of Massachusetts. Two major campuses, along with other sites throughout the county, serve a rapidly growing county population.

Enrollment	
Annual Full-Time Student Equivalent	2,718
Fall Headcount (credit)	6,082
Spring Headcount (credit)	6,131

By Full- or Part-Time	Fall		Spring	
Full-Time	1,155	(19.0%)	916	(14.9%)
Part-Time	4,927	(81.0%)	5,215	(85.1%)

By Gender	Fall		Spring	
Female	3,837	(63.1%)	3,817	(62.3%)
Male	2,218	(36.5%)	2,297	(37.5%)
Undeclared	27	(0.4%)	17	(0.3%)

By Ethnic or Race Group	Fall		Spring	
African American	40	(0.7%)	35	(0.6%)
American Indian	161	(2.6%)	153	(2.5%)
Asian American	63	(1.0%)	73	(1.2%)
Caucasian	5,117	(84.1%)	5,170	(84.3%)
Hispanic	281	(4.6%)	288	(4.7%)
Other	420	(6.9%)	412	(6.7%)

Instructional Staff	Fall	Spring
Full-Time Instructors	78	80
Part-Time Instructors	275	294

District Sources of Funds	
District Tax Levy	$13,874,351
State Aid	$4,389,200
Equalizaton Aid*	$0
Tuiton and Fees	$1,498,144
Fund Balances	$4,601,801
Others & Transfers	$809,871
Bond Proceeds	$0
Less Amount for Future Acquisitions	($200,000)
Total	$24,973,367

District Expenditures	
General Fund	$16,868,079
Capital Outlay Plant Fund	$2,295,087
Bond & Debt	$540,355
Bond & Debt Interest	$691,877
Total	$20,395,398

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Yuma and La Paz Counties Community College District

ARIZONA WESTERN COLLEGE

Dr. James Carruthers
President

Introduction

Arizona Western College (AWC), the first community college established under the Arizona Community College Law of 1960, opened its doors to students in the fall of 1963. AWC is committed to the Arizona community college system's "Statement of Philosophy" and provides comprehensive lifelong, quality learning opportunities through a broad range of curricula and support services which address the intellectual, social, and cultural needs of its constituents.

Major Accomplishments in 1995-96

The College Express program, a magnet program for gifted high school juniors and seniors, had a very successful first year. This articulation agreement aligns high school graduation requirements with a Transfer General Education Core Curriculum (TGECC) and allows them to enroll concurrently in both high school and college classes.

AWC became the fiscal agent with local school districts, coordinating a School to Work Grant. The college implemented an alternative faculty contract that structures faculty contracts to run either summer/fall or spring/summer. This provides for full time faculty presence in selected program areas for our growing summer school.

Upcoming Issues for 1996-97

The 50,000 square foot Higher Education Academic Facility is scheduled to be ready for joint occupancy by AWC and Northern Arizona University in Yuma by January, 1997.

AWC is in the process of completing the North End development project, which will consist of a new amphitheater, the north tower, and landscaping. The project is being funded by a gift from the Margaret Page estate to the AWC Foundation, and from the Bob Davis and Dale Hopely Memorial Funds.

The college has begun the architectural plans for the remodeling and addition to the student services complex. AWC and NAU in Yuma have agreed to joint funding for this project. Construction is scheduled to begin in spring, 1997.

Ways to finance the construction of a new Yuma Education Center are being explored. The college is negotiating with the City of Yuma for a land exchange that would allow for the construction of a new downtown Yuma Center.

The college is currently searching for a software package that will meet administrative and instructional needs.

A middle school and a secondary elementary school will be constructed on the campus in the near future. There are also long-range plans for a high school, city/county school district resource center, fire station, allied health center, driving track, possible police station, natatorium, performing arts center, athletic facility, and recreation areas.

AWC will continue to support state initiatives in realizing effective articulation among colleges and universities.

The college plans to continue to develop and expand its capabilities for distance learning throughout the district.

The college will continue to develop a comprehensive plan of management, student tracking, academic advising, financial aid processing, and compliance reporting.

Arizona Western College — Facts at a Glance: 1995-96

Arizona Western College provides comprehensive, lifelong, quality learning opportunities through a broad range of curricula and support services which address the needs of its constituencies.

Enrollment	
Annual Full-Time Student Equivalent	2,996
Fall Headcount (credit)	5,756
Spring Headcount (credit)	7,331

By Full- or Part-Time	Fall		Spring	
Full-Time	1,688	(29.3 %)	1,292	(17.6 %)
Part-Time	4,068	(70.7 %)	6,039	(82.4 %)

By Gender	Fall		Spring	
Female	3,379	(58.7%)	4,377	(59.7%)
Male	2,375	(41.3%)	2,951	(40.3%)
Undeclared	2	(0%)	3	(0%)

By Ethnic or Race Group	Fall		Spring	
African American	180	(3.1%)	140	(1.9%)
American Indian	129	(2.2%)	137	(1.9%)
Asian American	93	(1.6%)	86	(1.2%)
Caucasian	2,763	(48.0%)	4,334	(59.1%)
Hispanic	2,508	(43.6%)	2,508	(34.2%)
Other	83	(1.4%)	126	(1.7%)

Instructional Staff	Fall	Spring
Full-Time Instructors	92	91
Part-Time Instructors	210	210

District Sources of Funds	
District Tax Levy	$11,653,974
State Aid	$4,842,500
Equalizaton Aid	$52,100
Tuiton and Fees	$1,431,496
Fund Balances	$5,754,399
Others & Transfers	$567,723
Bond Proceeds	$0
Less Amount for Future Acquisitions	$0
Total	$24,302,192

District Expenditures	
General Fund	$15,166,862
Capital Outlay Plant Fund	$473,700
Bond & Debt	$850,000
Bond & Debt Interest	$1,107,420
Total	$17,597,982

Arizona Community College
Student Enrollment Statistics and Trends
1991-92 to 1995-96

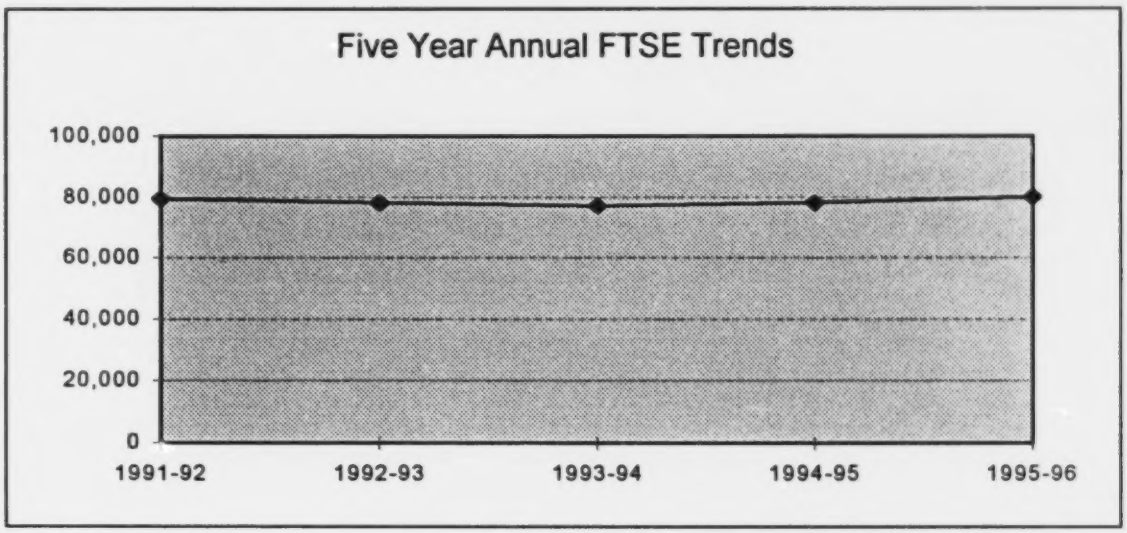
(Data provided and found in the Enrollment Analysis Reports submitted by the ten community college districts)

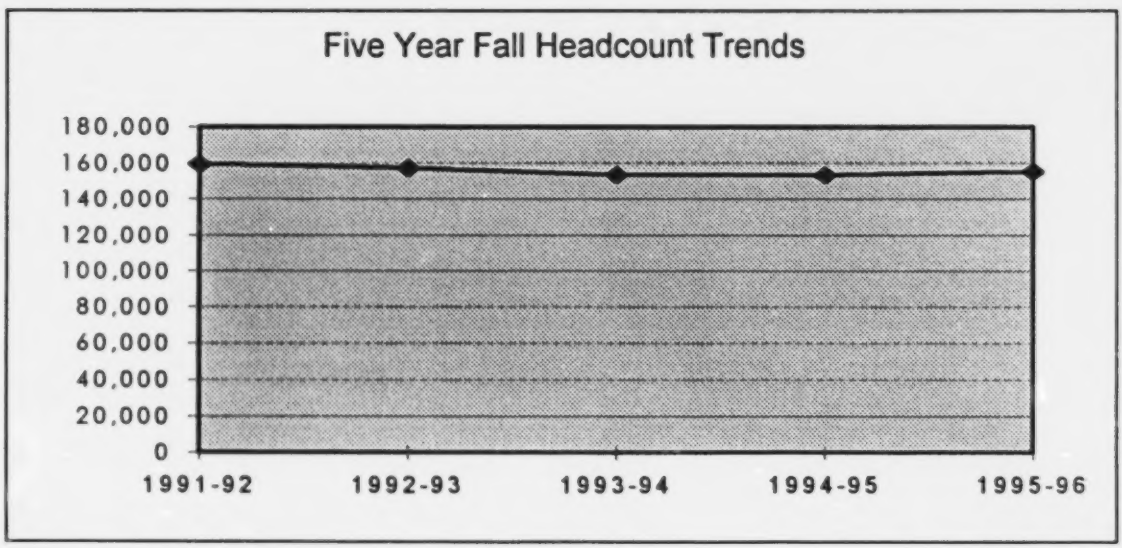
Enrollment Trends

Annual Audited FTSE and Fall Headcounts

Fiscal Years 1991-1992 to 1995-1996

	1991-92	1992-93	1993-94	1994-95	1995-96
Annual FTSE	79,428	78,174	77,072	78,103	80,095
Fall Headcounts	159,800	157,592	153,484	153,512	155,385

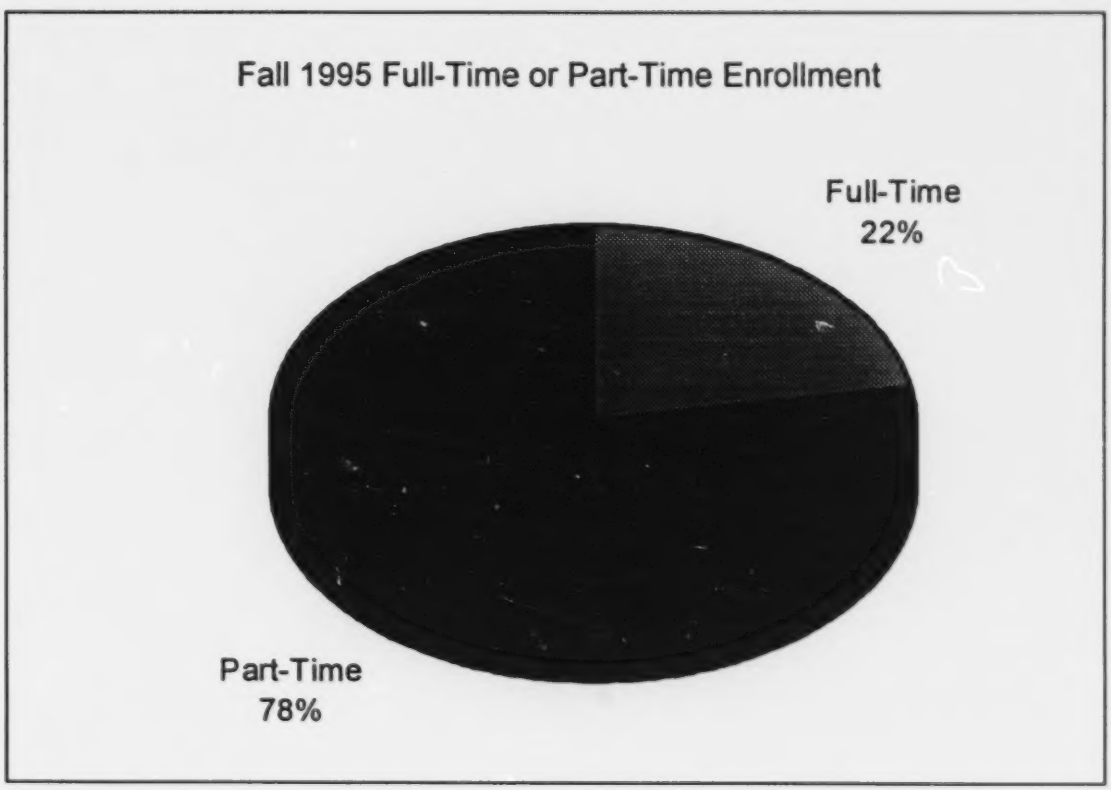




Fall Full-Time or Part-Time Enrollment

Fiscal Years 1991-1992 to 1995-1996

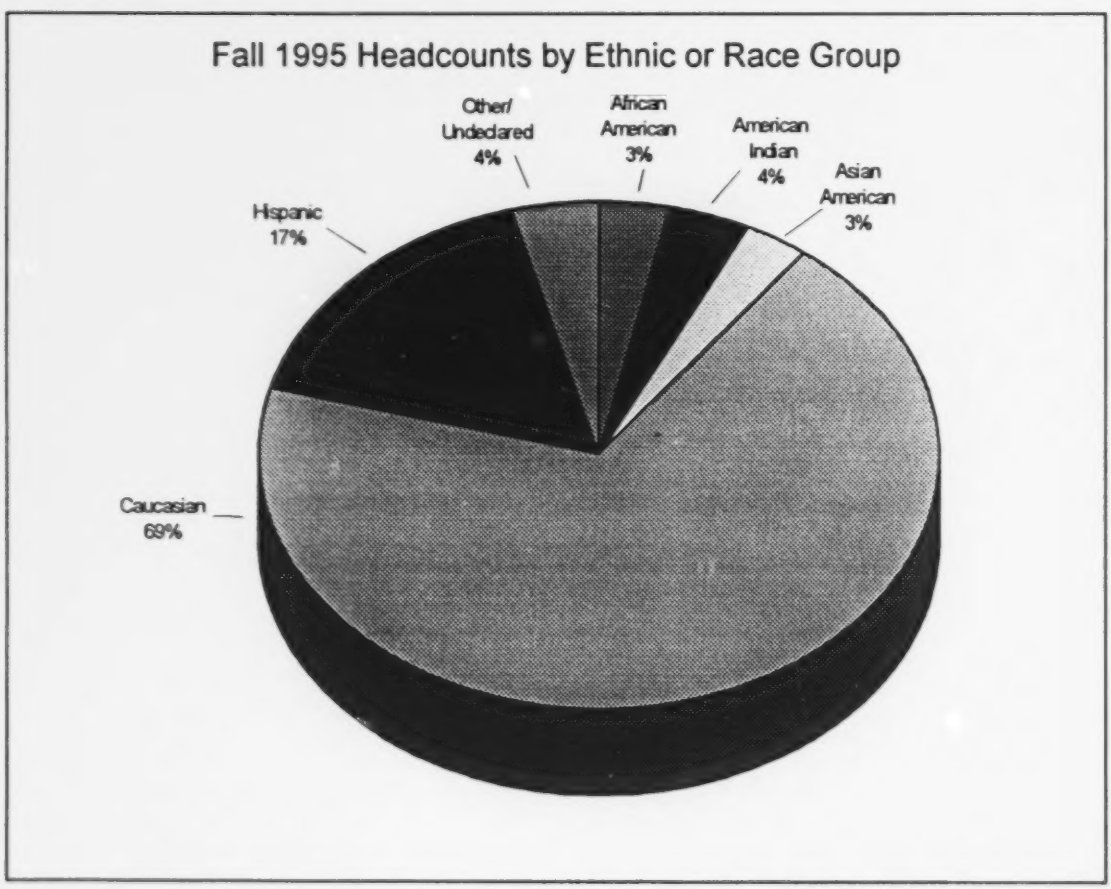
	1991-92	1992-93	1993-94	1994-95	1995-96
Full-Time	34,056	34,868	34,561	34,506	34,518
Part-Time	125,744	122,724	118,923	119,006	120,867
Arizona Total	159,800	157,592	153,484	153,512	155,385



Fall Headcounts by Ethnic or Race Group

Fiscal Years 1991-1992 to 1995-1996

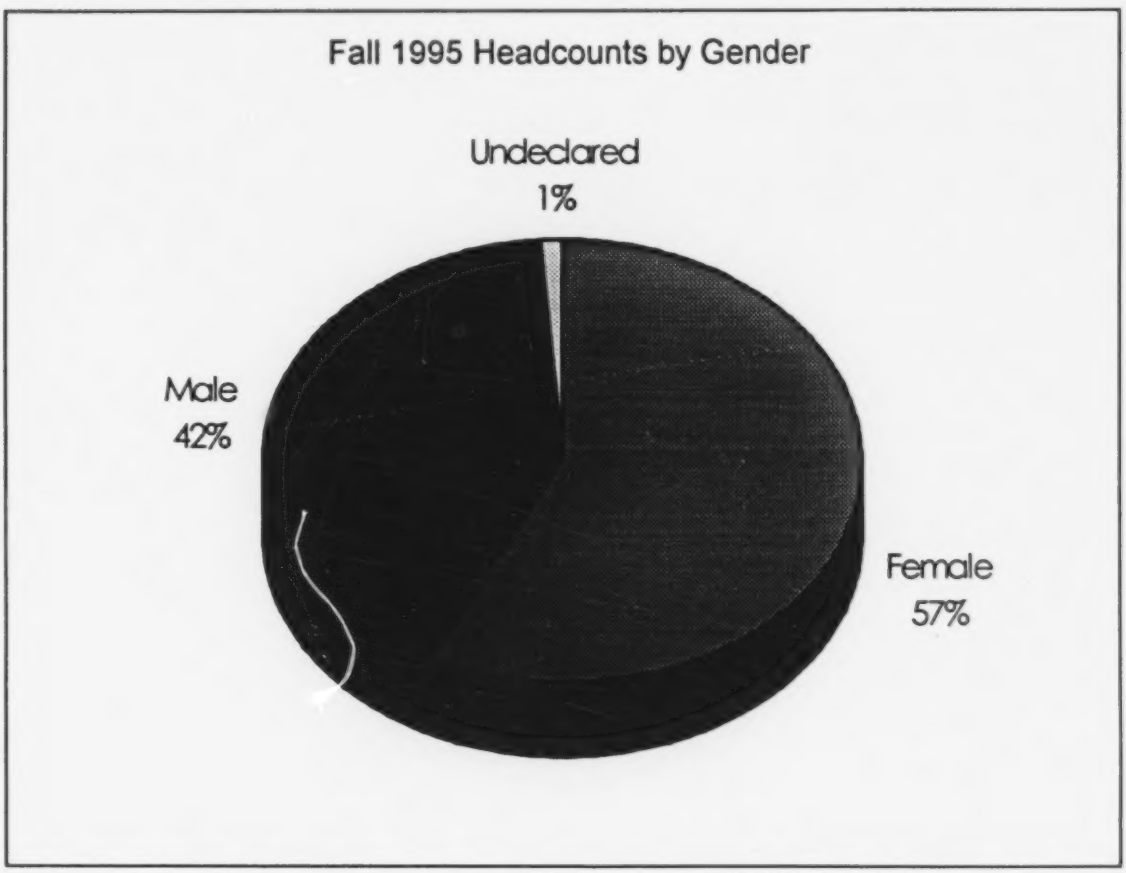
	1991-92	1992-93	1993-94	1994-95	1995-96
African American	5,162	5,121	4,920	5,219	5,270
American Indian	5,042	5,276	5,700	5,692	5,979
Asian American	3,454	3,704	4,003	4,306	4,620
Caucasian	117,293	113,981	109,358	107,318	107,105
Hispanic	22,646	24,007	24,267	24,996	25,947
Other/Undeclared	6,203	5,503	5,236	5,981	6,464
Arizona Total	159,800	157,592	153,484	153,512	155,385



Fall Headcounts by Gender

Fiscal Years 1991-1992 to 1995-1996

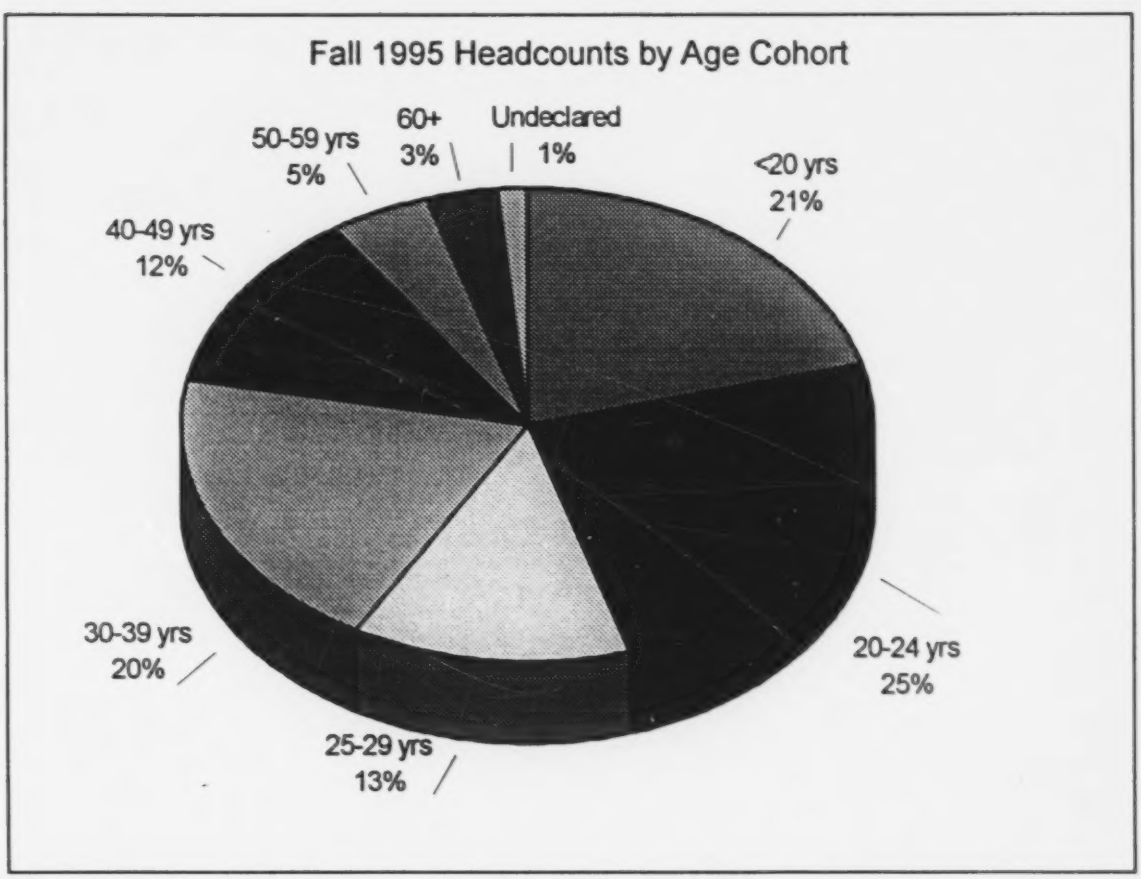
	1991-92	1992-93	1993-94	1994-95	1995-96
Female	90,600	89,767	87,586	87,651	88,940
Male	67,110	66,024	64,300	63,761	64,508
Undeclared	2,090	1,801	1,598	2,100	1,937
Arizona Totals	159,800	157,592	153,484	153,512	155,385



Fall Headcounts by Age Cohort

Fiscal Years 1991-1992 to 1995-1996

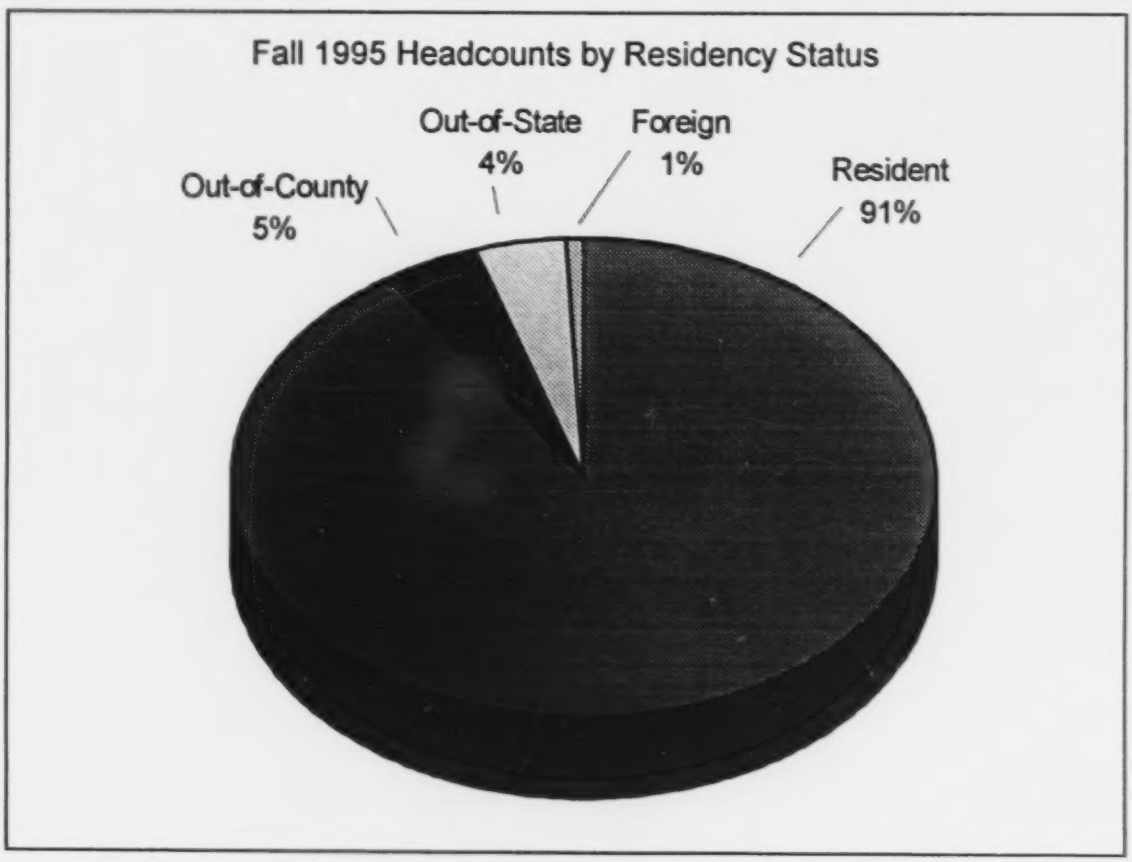
	1991-92	1992-93	1993-94	1994-95	1995-96
<20 yrs	28,625	29,767	30,282	31,276	32,467
20-24 yrs	37,640	38,820	38,046	37,612	37,691
25-29 yrs	22,418	21,427	20,371	20,115	20,473
30-39 yrs	35,110	33,916	32,095	30,916	30,543
40-49 yrs	20,369	19,666	18,924	19,188	19,334
50-59 yrs	7,682	7,211	7,238	7,442	7,568
60+	5,773	5,166	4,823	4,898	5,365
Undeclared	2,183	1,619	1,705	2,065	1,944
Arizona Total	159,800	157,592	153,484	153,512	155,385



Fall Headcounts by Residency Status

Fiscal Years 1991-1992 to 1995-1996

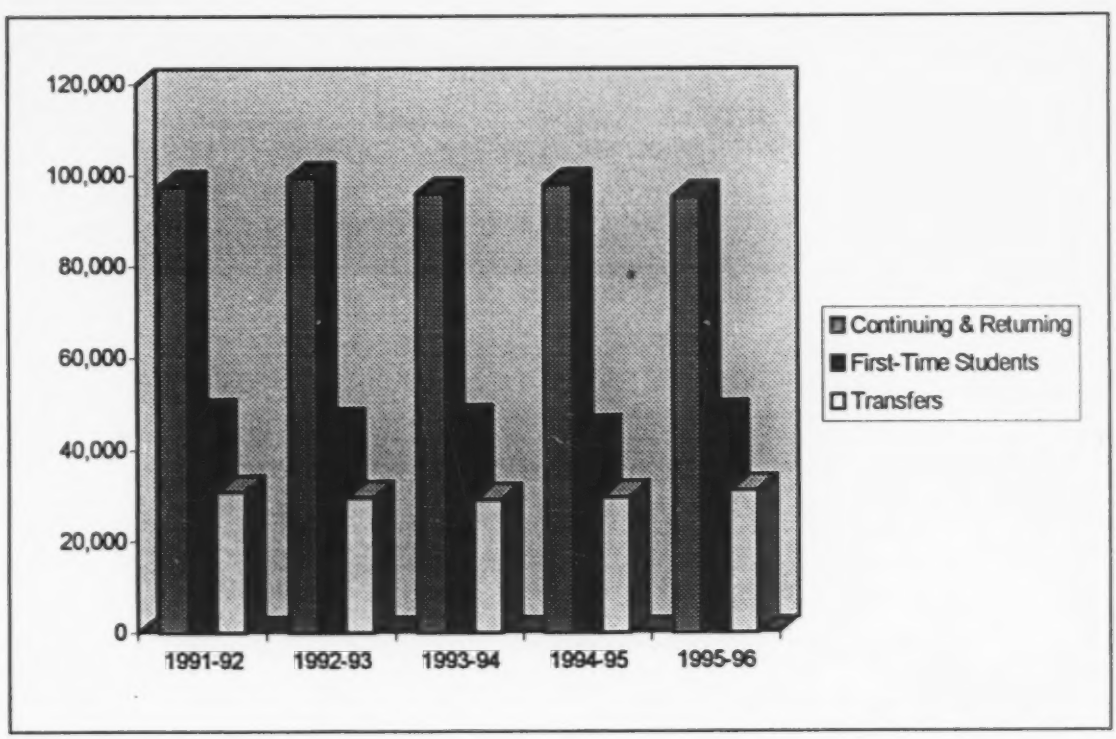
	1991-92	1992-93	1993-94	1994-95	1995-96
Resident	143,852	142,327	137,858	137,317	140,690
Out-of-County	8,161	8,278	8,510	8,691	7,099
Out-of-State	5,887	5,132	5,492	5,750	6,121
Foreign	1,900	1,855	1,624	1,754	1,462
Arizona Total	159,800	157,592	153,484	153,512	155,385



Fall Headcounts by Continuation Status

Fiscal Years 1991-1992 to 1995-1996

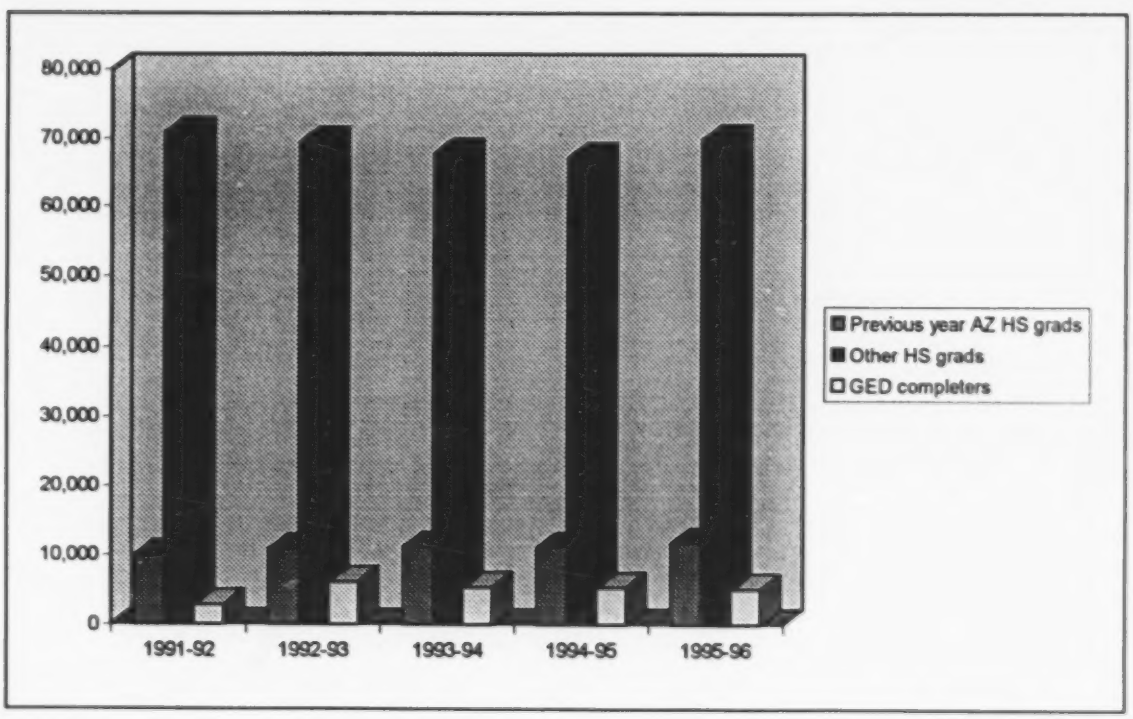
	1991-92	1992-93	1993-94	1994-95	1995-96
Continuing & Returning	97,542	99,434	95,992	97,829	95,126
First-Time Students	47,568	45,451	46,372	44,052	47,180
Transfers	30,907	29,626	29,070	29,688	31,212



Fall Headcounts by High School Graduation Status

Fiscal Years 1991-1992 to 1995-1996

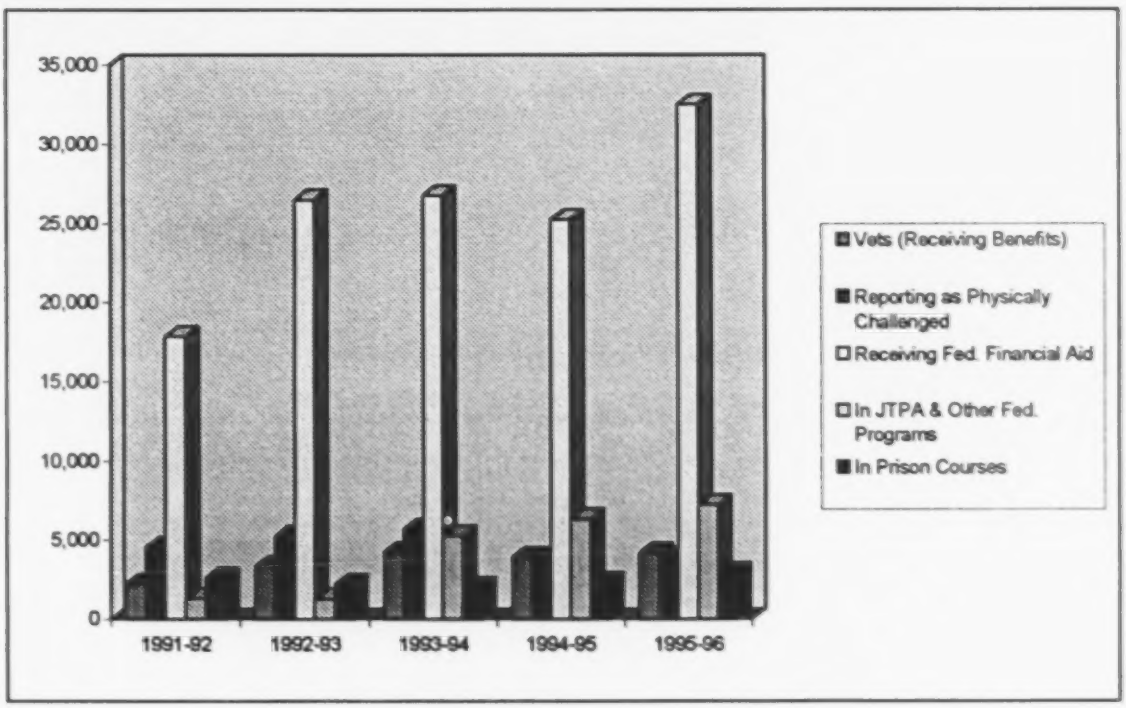
	1991-92	1992-93	1993-94	1994-95	1995-96
Previous year AZ HS grads	9,943	10,767	11,176	11,107	11,764
Other HS grads	70,777	69,401	67,732	67,108	69,768
GED completers	2,829	6,097	5,420	5,370	5,178



Miscellaneous Headcount Information

Fiscal Years 1991-1992 to 1995-1996

	1991-92	1992-93	1993-94	1994-95	1995-96
Vets (Receiving Benefits)	2,193	3,351	4,200	3,895	4,149
Reporting as Physically Challenged	4,555	5,244	5,636	3,849	3,843
Receiving Federal Financial Aid	17,852	26,490	26,734	25,219	32,512
In JTPA & Other Federal Programs	1,299	1,281	5,273	6,323	7,238
In Prison Courses	2,590	2,171	1,986	2,268	3,160



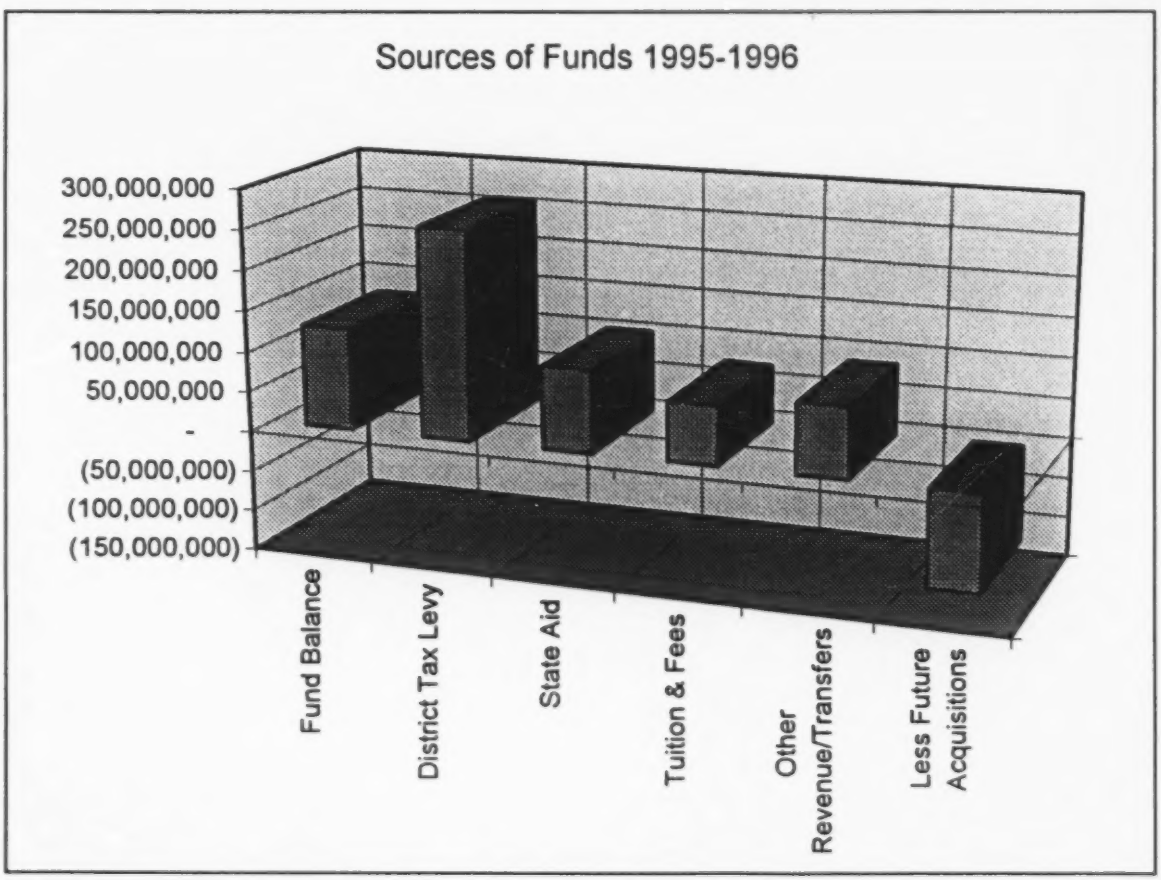
Arizona Community College Financial Information: Data and Trends, 1991-92 to 1995-96 and State Board Budget, 1995-96

(Data provided by the ten community college districts)

Sources of Funds
(General and Plant Funds Combined)
Fiscal Years 1991-92 to 1995-96

	1991-92	1992-93	1993-94	1994-95	1995-96
Fund Balance	45,855,675	43,581,673	38,054,379	53,813,084	125,404,431
District Tax Levy	192,879,491	195,664,714	201,890,748	210,350,331	258,493,932
State Aid*	83,425,500	85,503,600	85,935,300	97,516,300	102,720,900
Tuition & Fees	52,956,914	62,208,761	68,345,270	69,642,502	73,095,854
Other Revenue/ Transfers	43,968,031	21,856,731	14,134,743	28,942,391	86,755,257
Less Future Acquisitions	(14,007,158)	(16,185,972)	(16,314,724)	(27,070,939)	(119,882,430)
Total	405,078,453	392,629,507	392,045,716	433,193,669	526,587,944

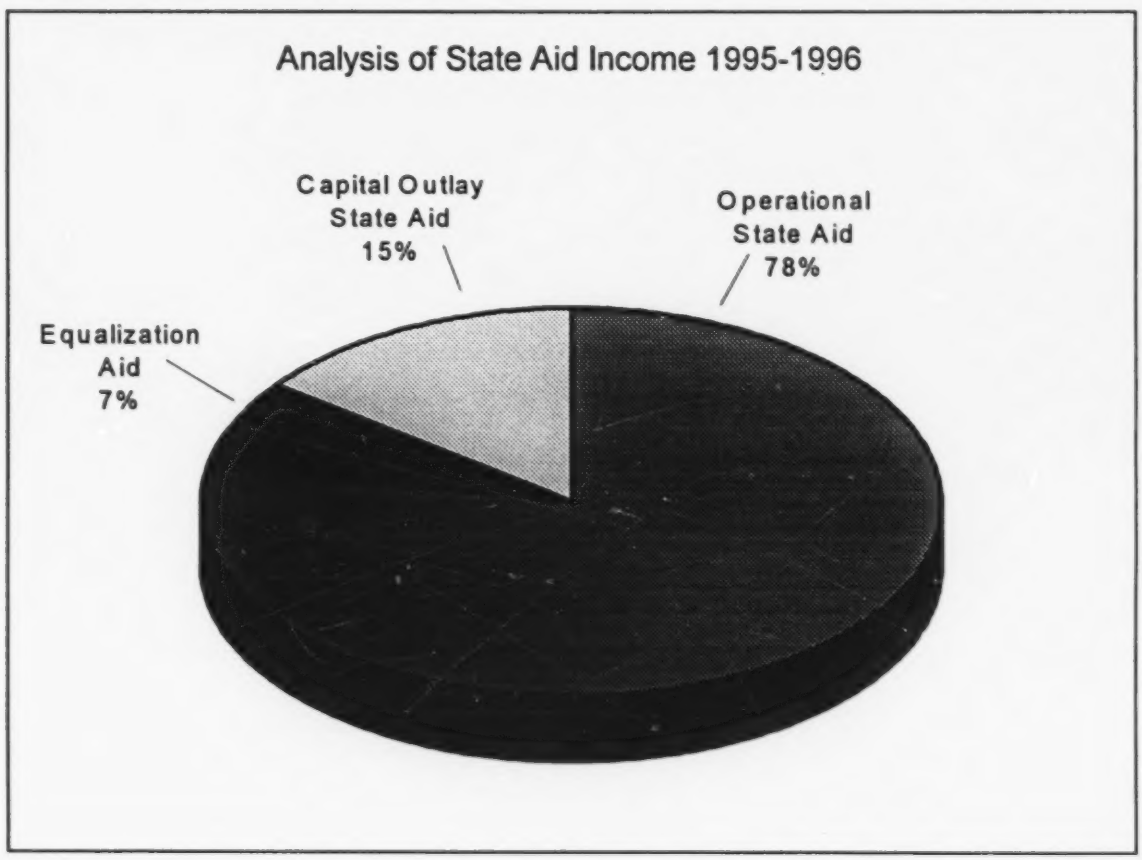
**Includes Equalization*



Analysis of State Aid Income

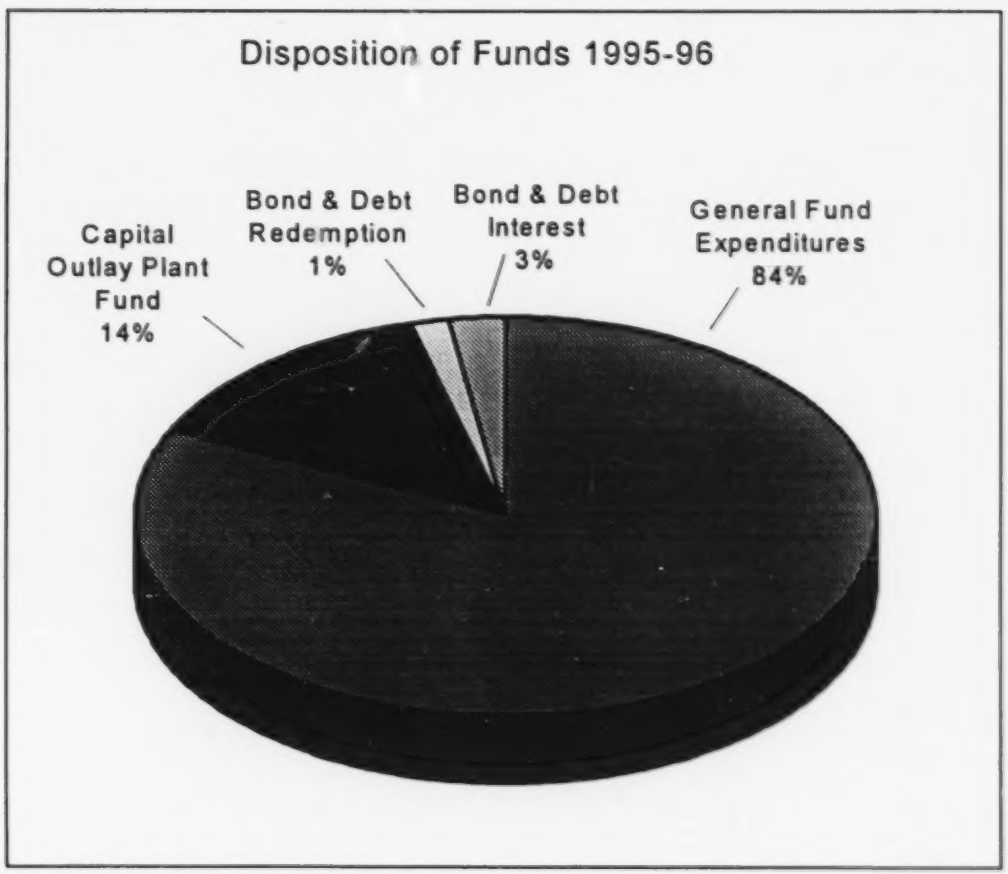
Fiscal Years 1991-92 to 1995-96

	1991-92	1992-93	1993-94	1994-95	1995-96
Operational State Aid	67,435,800	68,917,400	69,004,700	77,473,800	79,949,300
Equalization Aid	5,891,900	6,267,200	6,611,600	7,103,700	7,559,900
Capital Outlay State Aid	10,097,800	10,319,000	10,319,000	12,938,800	15,211,700
Total	83,425,500	85,503,600	85,935,300	97,516,300	102,720,900



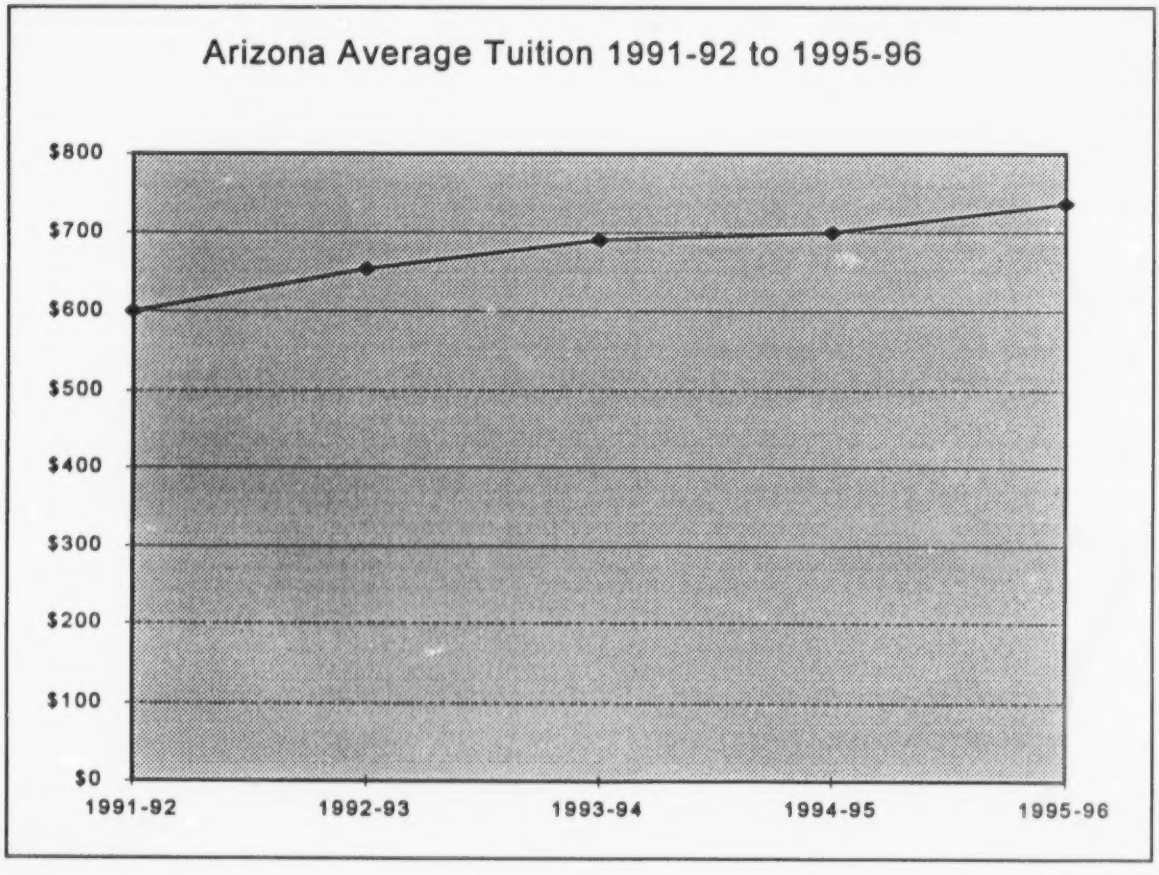
Disposition of Funds
Fiscal Years 1991-92 to 1995-96

	1991-92	1992-93	1993-94	1994-95	1995-96
General Fund Expenditures	310,537,876	317,781,956	322,869,126	344,529,539	368,725,788
Capital Outlay Plant Fund	46,445,519	37,613,403	22,287,797	46,807,663	62,876,320
Bond & Debt Redemption	34,126,687	15,589,019	36,585,937	10,170,879	6,616,499
Bond & Debt Interest	5,606,241	8,719,963	4,046,719	7,995,231	11,640,982
Total	396,716,323	379,704,341	385,789,579	409,503,312	449,859,589


Disposition of Funds 1995-96
Capital Outlay Plant Fund 14%
Bond & Debt Redemption 1%
Bond & Debt Interest 3%
General Fund Expenditures 84%

Arizona Tuition Rates
For 30 Hours of Study
(One Year of Full-Time Equivalent Credit)

County	1991-92	1992-93	1993-94	1994-95	1995-96
Cochise	$690	$690	$750	$750	$780
Coconino	$600	$600	$600	$600	$810
Graham	$600	$628	$628	$628	$628
Maricopa	$780	$870	$960	$960	$1,020
Mohave	$510	$520	$520	$580	$580
Navajo	$360	$600	$600	$600	$660
Pima	$576	$650	$700	$724	$724
Pinal	$570	$594	$690	$700	$700
Yavapai	$620	$652	$666	$666	$666
Yuma-LaPaz	$690	$720	$780	$780	$780
Arizona Average	$600	$652	$689	$699	$735



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State Office Administration

Combined Statement of Revenues, Expenditures and Changes in Fund Balances
All Governmental Fund Types
for the Fiscal Year Ended June 30, 1996

	GENERAL	SPECIAL REVENUE	TOTAL
Revenues			
Legislative Appropriations	103,389,600		103,389,600
Fees for Teacher Certification		170,166	170,166
Total Revenues	103,389,600	170,166	103,559,766
Expenditures			
Personal Services	450,546	74,608	525,154
Employer Related Expenditures	81,135	13,900	95,035
Professional Services	23,178	803	23,981
Travel In-State	34,255	70	34,325
Travel Out-of-State	2,785	0	2,785
Other Operating	76,455	50,793	127,248
Capital Expenditures	0	0	0
Total Administrative Expenditures	668,354	140,174	808,528
State Aid to Community Colleges	102,720,900		102,720,900
Total Expenditures	103,389,254	140,174	103,529,428
Excess of Revenues over Expenditures	346	29,992	30,338
Fund Balances, July 1, 1995	0	172,477	172,477
Fund Balances, June 30, 1996	346	202,469	202,815

NOTE: Percentage of Total General Funds Appropriated to Community Colleges Used by State Board: 0.6%

Program of Study Information: Curriculum Matrix, Skill Centers, and Tech Prep

CURRICULUM MATRIX FOR ARIZONA COMMUNITY COLLEGES

	Arizona Western	Central Arizona	Chandler Gilbert	Cochise	Coconino	Eastern Arizona	Estrella Mountain*	Gateway	Glendale	Mesa	Mohave	Northland Pioneer	Paradise Valley	Phoenix	Pima	Rio Salado	Scottsdale	South Mountain	Yavapai
01. Agricultural Business & Production	CD	C		CD		D	D		D	CD		CD			CD				
02. Agricultural Sciences	D	D		C		D				CD						CD	CD		
03. Conservation & Renewable Natural Resources						D													
04. Architecture & Related Programs					C					C				CD	C				
05. Area, Ethnic & Cultural Studies		D													D				
08. Marketing Operations/ Marketing & Distribution	D				D	CD				CD	CD	C		CD	CD			D	
09. Communications	D	D		CD			D		D						CD		CD		
10. Communications Technologies							D		D		C								
11. Computer & Information Sciences	CD	CD	CD	CD	CD	CD	D		D	CD	CD	CD	C	D	CD	CD	CD	CD	CD
12. Personal & Miscellaneous Services						CD	C		C		C	CD			CD	CD	CD		
13. Education		CD	CD	CD	D	D	CD		CD	D		CD	D		CD				
14. Engineering	CD	CD		D	D		D		D						D				
15. Engineering-Related Technologies	CD	CD	D	CD	C	CD	CD	CD	CD	CD	CD	CD		CD	CD	CD	CD		CD
16. Foreign Languages & Literatures	D	D		D		D													
19. Home Economics	CD															CD			
20. Vocational Home Economics	CD	CD				CD	CD		CD	CD	CD	CD		CD	CD	C	CD	C	
22. Law & Legal Studies				CD	C	D	D		D			D		CD	C		D		D
23. English Language & Literature	D	D		D		D	D		D		D			C	D				
24. Liberal Arts & Sciences, General Studies & Humanities	D	D	D	D	D	D	D		D		D	D			D	D		D	D

Classification of Instructional Programs (CIP) numbers and titles displayed are supplied by the U.S. Department of Education's National Center for Education Statistics (NCES).
C = Certificate program(s) offered D = Degree program(s) offered L = Preparation for licensure
*Estrella Mountain Community College Center is under the auspices of Glendale Community College until separate accreditation is awarded.

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CURRICULUM MATRIX FOR ARIZONA COMMUNITY COLLEGES	ARIZONA WESTERN	CENTRAL ARIZONA	CHANDLER GILBERT	COCHISE	COCONINO	EASTERN ARIZONA	ESTRELLA MOUNTAIN*	GATEWAY	GLENDALE	MESA	MOHAVE	NORTHLAND PIONEER	PARADISE VALLEY	PHOENIX	PIMA	RIO SALADO	SCOTTSDALE	SOUTH MOUNTAIN	YAVAPAI
25. Library Science										D		CD							
26. Biological Science/Life Sciences	D	D		D		D	D		D		D				D				
27. Mathematics	D	D				D	D		D		D				D				
30. Multi/Interdisciplinary Studies															D				
31. Parks, Recreation, Leisure & Fitness Studies	D	D		D		D	C		C										
40. Physical Sciences	D	D		D		D	D		D						D				
41. Science Technologies	CD	CD			D						D								
42. Psychology		D		D		D	D		D		D		D						
43. Protective Services	CD	CD		CD	CD	CD	CD		CD	CDL	CD	CDL		CD	D	CD	CD		CD
44. Public Administration & Services	CD			CD						D	CD	CD			CD	CD	C		
45. Social Sciences & History	D	D		D		D	D		D		D		D		CD				
46. Construction Trades		C		C	C	C		CD		C	CD	CD		CD	D				CD
47. Mechanics & Repairers	CD	CD	CD	CD		CD	CD	CD	CD	CD	CD	C			CD				CD
48. Precision Production Trades	CD	CD		CD	CD	CD	CD	CD	CD	CD	C	CD		CD	CD		CD		CD
49. Transportation & Materials Moving				CD				C			C					CD			
50. Visual & Performing Arts	D	D		D		D	CD		CD		CD	CD		CD	CD		D		CD
51. Health Professions & Related Sciences	CDL	CD		CD	CD	CDL	D	CD	D	CDL	CD	CDL	CD	CD	CD	CD	CD		DL
52. Business Management & Administrative Studies	CD	CD	CD	CD	CD	CD	CD	C	CD	CD	CD	CD	CD	CD	CD	CD	CD	CD	CD

Classification of Instructional Programs (CIP) numbers and titles displayed are supplied by the U.S. Department of Education's National Center for Education Statistics (NCES).
C = Certificate program(s) offered D = Degree program(s) offered L = Preparation for licensure
*Estrella Mountain Community College Center is under the auspices of Glendale Community College until separate accreditation is awarded.

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SKILL CENTERS

Another dimension of postsecondary education may be experienced at one of Arizona's Skill Centers. There are two centers which are located in Maricopa and Pima Counties. These centers are unique operations that have existed in Arizona since 1962. Their purpose is to train unemployed and under employed persons for entry or re-entry into the labor market. Even though each Skill Center is responsible to the local community college district, they maintain a great degree of autonomy.

Most programs at the Skill Centers do not require a high school diploma for entry although students are encouraged to take advantage of the tutoring and testing available for a General Education Development (GED) certificate. In order to be truly responsive to the needs of students, the open-entry/open exit concept is utilized. Students may enroll on any day of the week, and they receive their certificates of completion the day they are "job-ready."

Listed below are some of the training clusters offered at one or more of Arizona's Skill Centers:

Accounting and Payroll
Auto Body
Business and Office Education
Carpentry: Qualified Framer
Computer Based Programs/Occupations
Computerized Office Procedures
Facilities Maintenance
Federal Correctional/Institutions
Food Preparation/Service
Health Occupations
Hotel and Airline Reservations
Meatcutting
Printing
Retail Skills
Retail Banking
Safety Trades
Welding Trades

Skill Centers of Arizona
Enrollment Data

Skill Centers	FTSE*	Student Clock Hrs.	No. of Students	No. of Programs	Job** Placement	Certificates Awarded
Maricopa	901	563,791	3,150	13	1,995	2,850
Pima	413	263,000	949	4	514	609
Total	1,314	826,791	4,099	17	2,509+	3,459

* One Skill Center FTSE (full-time student equivalent) equals 640 clock hours of instruction.
**Conducted by Skill Center. Additional placements made by cooperating agency job developers and Department of Economic Security Job Services. (Estimated 70%)
+ These are verifiable placements by the Skill Centers.

HOW TECH PREP HAS MADE A DIFFERENCE

The impact which *Tech Prep* is having within Arizona is not reflected by numbers of students, programs, or teachers. Systemic change is evolving as result of people working together on *Tech Prep* issues and developing a level of trust.

Communication among and between high school and community college instructors is a significant achievement as shown by a willingness to share facilities, personnel, and resources, and eliminate turf for the benefit of students.

Articulation agreements are established for high school and community college programs to students can make a smooth transition from high school to community college. Program articulation is viewed as a complete program of study, not just a collection of individual courses.

Students are assisted in transitioning to community college while in high school through summer Early Start programs. This enables students to take college courses while still in high school. Students can participate in summer academies on the campus of a community college with community college instructors. They can receive academic credit toward high school graduation for academic skills gained as a result of successful completion of a vocational course. These changes are occurring throughout the *Tech Prep* consortia.

New courses have been developed which integrate academic and occupational program areas. Examples are multimedia information technology and English, math and science with automotive technology and accounting with child development.

Instructors now teach many applied courses in math, science and communications technology. *Tech Prep* funding has provided training for both secondary and post secondary instructors, along with classroom materials and texts. Follow-up workshops and inservice is being provided by the trained instructors so that training will become consortiumwide. These integration efforts are making a difference with students so they see practical applications of academic concepts in a real-world setting.

Tech Prep is the foundation for the School-To-Work movement and is providing the high school and community college part of the total system change for all students.

Partnerships with business and the community which have been established with *Tech Prep* are continuing into School-To-Work. Internships and work experience for teachers and students is taking place as students focus on the development of career pathways. The lessons learned over the past five years of *Tech Prep* are critical to establishing a successful School-To-Work system.

The essential concepts of *Tech Prep:* integration, articulation, work-based learning, partnerships, curricuium restructuring, expanded role for guidance counselors, and changed teaching/ learning styles are making an impact for students and teachers, and will remain as core concepts of educational reform.

Arizona Community College Directory October, 1996

State Board of Directors for Community Colleges of Arizona

3225 North Central Avenue, Suite 1220
Phoenix, Arizona 85012

Phone: (602) 255-4037
FAX: (602) 279-3464

State Board Members
1995-96

Jessie A. Slade	Apache County
Theodore C. Fichtl	Cochise County
Michael G. Clifton	Coconino County
Byron K. Mills	Gila County
Lois W. Claridge	Graham County
Melba Ruth Senne	Greenlee County
Evangelina "Conkie" Hoover	La Paz County
James A. Ullman	Maricopa County
Patrick K. Carlin	Mohave County
Thava Freedman	Navajo County
Robert L. Gugino	Pima County
Jim Hartdegen	Pinal County
Lourdes Moreno-Jeong	Santa Cruz County
Karen F. Rizk	Yavapai County
T.O. Beach	Yuma County
Judith A. Gignac	Arizona Board of Regents
Charles Losh	Superintendent of Public Instruction Representative

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1995-96

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Thava Freedman	Vice Chairman
James A. Ullman	Immediate Past Chairman
Evangelina "Conkie" Hoover	Secretary
Patrick K. Carlin	Treasurer
Theodore C. Fichtl	Executive Committee Member-At-Large

Directory of State Board Staff

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Patricia R. Campbell	Receptionist
Barbara A. Collins	Certification Officer
Nancy F. Dillon	Tech Prep State Coordinator
Patricia R. Gelvin	Fiscal Services Specialist
Pete S. Gonzalez	Associate Executive Director for Community & Governmental Relations
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Gordon G. Hall	Associate Executive Director for Educational Services
Mary N. Harrison	Program and Project Support
Carol V. Nau	Assistant to the Executive Director
Virginia U. Payan	Teacher Certification Clerk
Thomas J. Saad	Associate Executive Director for Business & Financial Services
Mary Jo Saiz	Office Manager
Claudia L. Schreiner	Administrative Assistant
Carol M. Thompson	Administrative Assistant

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COLLEGE DIRECTORY

COCHISE COUNTY COMMUNITY COLLEGE DISTRICT

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4190 West Highway 80
Douglas, Arizona 85607

(520) 364-0209
FAX (520) 364-0206

Douglas Campus
4190 West Highway 80
Douglas, Arizona 85607-9724

(520) 364-7943

Sierra Vista Campus
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Sierra Vista, Arizona 85635

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FAX (520) 515-5406

COCONINO COUNTY COMMUNITY COLLEGE DISTRICT

Dr. Phil Tullar, President

(520) 527-9766
FAX (520) 522-2235

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Flagstaff, Arizona 86003-8000

(520) 527-1222

GRAHAM COUNTY COMMUNITY COLLEGE DISTRICT

Gherald L. Hoopes, Jr., President
3714 West Church Street
Thatcher, Arizona 85552

(520) 428-8231
FAX (520) 428-8462

Eastern Arizona College
3714 West Church Street
Thatcher, Arizona 85552-0917

(520) 428-8233

Gila Pueblo Campus
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FAX (520) 425-0554

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

Dr. Paul A. Elsner, Chancellor

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FAX (602) 731-8120

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2411 West 14th Street
Tempe, Arizona 85281-6941

(602) 731-8000

Chandler-Gilbert Community College
Arnette Ward, President
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Chandler, Arizona 85225-2499

(602) 732-7010
FAX (602) 732-7090

Estrella Mountain Community College Center
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FAX (602) 935-8008

GateWay Community College
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108 N. 40th Street
Phoenix, Arizona 85034

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FAX (602) 392-5329

Glendale Community College
Dr. Tessa Martinez-Pollack
6000 W. Olive Avenue
Glendale, Arizona 85302

(602) 435-3000
FAX (602) 435-3329

Mesa Community College
Dr. Larry Christiansen, President
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Mesa, Arizona 85202

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Paradise Valley Community College
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Phoenix, Arizona 85032
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FAX (602) 493-2978

Phoenix College
Dr. Marie Pepicello, President
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Phoenix, Arizona 85013
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FAX (602) 285-7599

Rio Salado Community College
Dr. Linda Thor, President
2323 W. 14th Street
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FAX (602) 517-8149

Scottsdale Community College
Dr. Arthur DeCabooter, President
9000 E. Chaparral Road
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FAX (602) 423-6063

South Mountain Community College
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Maricopa Skill Center
Stanley Grossman, Director
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FAX (602) 238-4307

MOHAVE COUNTY COMMUNITY COLLEGE DISTRICT

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Kingman Campus
Ingrid Lee, Dean
1971 Jagerson Avenue
Kingman, Arizona 86401
(520) 757-4331

Lake Havasu Campus
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Lake Havasu City, Arizona 86403

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Mohave Valley Campus
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NAVAJO COUNTY COMMUNITY COLLEGE DISTRICT

Dr. John Anderson, President
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Holbrook, Arizona 86025

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Northland Pioneer College
Painted Desert Campus
993 East Hermosa Drive
Holbrook, Arizona 86025-0610

(520) 524-6111
FAX (520) 524-2772

Send Mail to:
P.O. Box 610
Holbrook, Arizona 86025-0610

White Mountain Campus
Show Low, Arizona

(520) 537-2976
FAX (520) 524-2227

Silver Creek Campus
Snowflake, Arizona

(520) 536-7871
FAX (520) 524-2313

Little Colorado Campus
Winslow, Arizona

(520) 289-4633
FAX (520) 524-2124

Please send mail for all campuses to the Painted Desert Campus.

PIMA COUNTY COMMUNITY COLLEGE DISTRICT

Dr. Robert D. Jensen, Chancellor
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District Central Office
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Desert Vista Campus
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Downtown Campus
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PINAL COUNTY COMMUNITY COLLEGE DISTRICT

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Superstition Mountain Campus
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Aravaipa Campus
Joseph Heal, Dean
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Central Arizona College
Signal Peak Campus
Harold McLaughlin, Dean
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FAX (520) 426-4234

YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT

Dr. Doreen Dailey, President
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Prescott, Arizona 86301

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FAX (520) 776-2019

Yavapai College
1100 E. Sheldon Street
Prescott, Arizona 86301

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FAX (520) 776-2019

Verde Valley Campus
Dr. Eula Dean, Dean
601 Black Hills Drive
Clarkdale, Arizona 86324

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FAX (520) 634-6549

YUMA/LA PAZ COUNTIES COMMUNITY COLLEGE DISTRICT

Dr. James R. Carruthers, President (520) 726-1000

Arizona Western College (520) 726-1000
P.O. Box 929 FAX (520) 344-7730
Yuma, Arizona 85366

In Memory of

JOSEPH F. RUSSO

January 11, 1924 — June 18, 1996

State Board Member Representative
From Yavapai County
January 1990 — March 20, 1996

JC 960 664

The State Board of Directors for Community Colleges of Arizona

Statistical Supplement to the Annual Report to the Governor 1995-1996

Statistical Supplement to the Annual Report to the Governor 1995-1996

The State Board of Directors for Community Colleges of Arizona
Annual Report to the Governor, 1995-1996

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Note: For more detailed anecdotal information and trend data on the Arizona Community Colleges, please refer to the companion document to this statistical supplement, The Annual Report to the Governor, 1995-96, issued by the State Board.

Arizona Community College
Student Enrollment
1995-1996

(Data provided and found in the Enrollment Analysis Reports submitted by the ten community college districts)

General Enrollment Figures

1995-96 District	Annual Audited FTSE		Fall 1995 FTSE		Spring 1996 FTSE		Fall 1995 Headcount		Spring 1996 Headcount	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Cochise	2,928	3.7%	2,283	3.5%	2,360	3.8%	4,413	2.8%	4,641	3.0%
Coconino	1,518	1.9%	1,387	2.1%	1,352	2.2%	3,768	2.4%	3,498	2.3%
Graham	2,450	3.1%	2,235	3.4%	2,009	3.3%	4,951	3.2%	4,685	3.0%
Maricopa	44,911	56.1%	35,903	54.8%	33,233	53.8%	89,637	57.7%	85,306	54.9%
Chandler-Gilbert	1,650	2.1%	1,562	2.4%	1,418	2.3%	3,527	2.3%	3,171	2.0%
Estrella Mountain	801	1.0%	706	1.1%	656	1.1%	2,159	1.4%	2,140	1.4%
GateWay	3,444	4.3%	1,610	2.5%	1,487	2.4%	6,804	4.4%	6,568	4.2%
Glendale	8,731	10.9%	7,569	11.5%	6,879	11.1%	17,731	11.4%	16,474	10.6%
Mesa	11,186	14.0%	10,031	15.3%	9,378	15.2%	21,228	13.7%	20,066	12.9%
Paradise Valley	2,399	3.0%	2,171	3.3%	2,039	3.3%	5,574	3.6%	5,397	3.5%
Phoenix	5,914	7.4%	5,058	7.7%	4,796	7.8%	11,679	7.5%	11,246	7.2%
Rio Salado	4,809	6.0%	1,766	2.7%	1,564	2.5%	8,754	5.6%	8,345	5.4%
Scottsdale	4,725	5.9%	4,269	6.5%	3,977	6.4%	9,765	6.3%	9,649	6.2%
South Mountain	1,252	1.6%	1,161	1.8%	1,039	1.7%	2,416	1.6%	2,250	1.4%
Mohave	2,136	2.7%	1,731	2.6%	1,785	2.9%	5,209	3.4%	5,514	3.5%
Navajo	2,128	2.7%	1,723	2.6%	1,839	3.0%	4,483	2.9%	4,907	3.2%
Pima	15,050	18.8%	13,080	19.9%	12,246	19.8%	26,659	17.2%	25,726	16.6%
Pinal	3,260	4.1%	2,136	3.3%	1,996	3.2%	4,427	2.8%	4,634	3.0%
Yavapai	2,718	3.4%	2,382	3.6%	2,469	4.0%	6,082	3.9%	6,131	3.9%
Yuma-LaPaz	2,996	3.7%	2,708	4.1%	2,510	4.1%	5,756	3.7%	7,331	4.7%
Arizona Totals	80,095	100.0%	65,570	100.0%	61,799	100.0%	155,385	100.0%	152,373	100.0%

Note: The FTSE total of 44,911 for Maricopa County includes 901 FTSE for Maricopa County Skill Center.
The FTSE total of 15,050 for Pima County includes 413 FTSE for the Pima Center for Training and Development (Skill Center).

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Headcount by Full- or Part-Time Enrollment

1995-96	Fall 1995					Spring 1996				
District	Full-time	%	Part-time	%	Total	Full-time	%	Part-time	%	Total
Cochise	1,259	28.5%	3,154	71.5%	4,413	1,229	26.5%	3,412	73.5%	4,641
Coconino	437	11.6%	3,331	88.4%	3,768	488	14.0%	3,010	86.0%	3,498
Graham	1,363	27.5%	3,588	72.5%	4,951	1,122	23.9%	3,563	76.1%	4,685
Maricopa	19,439	21.7%	70,198	78.3%	89,637	17,731	20.8%	67,575	79.2%	85,306
Chandler-Gilbert	882	25.0%	2,645	75.0%	3,527	729	23.0%	2,442	77.0%	3,171
Estrella Mountain	322	14.9%	1,837	85.1%	2,159	280	13.1%	1,860	86.9%	2,140
GateWay	604	8.9%	6,200	91.1%	6,804	576	8.8%	5,992	91.2%	6,568
Glendale	4,515	25.5%	13,216	74.5%	17,731	4,448	27.0%	12,026	73.0%	16,474
Mesa	5,701	26.9%	15,527	73.1%	21,228	5,063	25.2%	15,003	74.8%	20,066
Paradise Valley	1,133	20.3%	4,441	79.7%	5,574	1,052	19.5%	4,345	80.5%	5,397
Phoenix	2,736	23.4%	8,943	76.6%	11,679	2,467	21.9%	8,779	78.1%	11,246
Rio Salado	466	5.3%	8,288	94.7%	8,754	487	5.8%	7,858	94.2%	8,345
Scottsdale	2,401	24.6%	7,364	75.4%	9,765	2,077	21.5%	7,572	78.5%	9,649
South Mountain	679	28.1%	1,737	71.9%	2,416	552	24.5%	1,698	75.5%	2,250
Mohave	676	13.0%	4,533	87.0%	5,209	680	12.3%	4,834	87.7%	5,514
Navajo	783	17.5%	3,700	82.5%	4,483	780	15.9%	4,127	84.1%	4,907
Pima	6,499	24.4%	20,160	75.6%	26,659	5,648	22.0%	20,078	78.0%	25,726
Pinal	1,219	27.5%	3,208	72.5%	4,427	1,069	23.1%	3,565	76.9%	4,634
Yavapai	1,155	19.0%	4,927	81.0%	6,082	916	14.9%	5,215	85.1%	6,131
Yuma-LaPaz	1,688	29.3%	4,068	70.7%	5,756	1,292	17.6%	6,039	82.4%	7,331
Arizona Totals	34,518	22.2%	120,867	77.8%	155,385	30,955	20.3%	121,418	79.7%	152,373

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Headcount by Gender

1995-96	Fall 1995							Spring 1996						
District	Female	%	Male	%	Unknown	%	Total	Female	%	Male	%	Unknown	%	Total
Cochise	2,578	58.4%	1,820	41.2%	15	0.3%	4,413	2,661	57.3%	1,961	42.3%	19	0.4%	4,641
Coconino	2,298	61.0%	1,470	39.0%	0	0.0%	3,768	2,054	58.7%	1,444	41.3%	0	0.0%	3,498
Graham	3,041	61.4%	1,910	38.6%	0	0.0%	4,951	2,796	59.7%	1,889	40.3%	0	0.0%	4,685
Maricopa	50,007	55.8%	37,809	42.2%	1,821	2.0%	89,637	47,180	55.3%	36,415	42.7%	1,711	2.0%	85,306
Chandler-Gilbert	2,099	59.5%	1,420	40.3%	8	0.2%	3,527	1,868	58.9%	1,288	40.6%	15	0.5%	3,171
Estrella Mountain	1,360	63.0%	773	35.8%	26	1.2%	2,159	1,338	62.5%	773	36.1%	29	1.4%	2,140
GateWay	3,562	52.4%	3,111	45.7%	131	1.9%	6,804	3,267	49.7%	3,171	48.3%	130	2.0%	6,568
Glendale	9,779	55.2%	7,722	43.6%	230	1.3%	17,731	9,061	55.0%	7,249	44.0%	164	1.0%	16,474
Mesa	11,104	52.3%	9,992	47.1%	132	0.6%	21,228	10,419	51.9%	9,486	47.3%	161	0.8%	20,066
Paradise Valley	3,508	62.9%	2,022	36.3%	44	0.8%	5,574	3,382	62.7%	1,963	36.4%	52	1.0%	5,397
Phoenix	6,863	58.8%	4,517	38.7%	299	2.6%	11,679	6,582	58.5%	4,353	38.7%	311	2.8%	11,246
Rio Salado	4,893	55.9%	3,071	35.1%	790	9.0%	8,754	4,649	55.7%	3,022	36.2%	674	8.1%	8,345
Scottsdale	5,437	55.7%	4,216	43.2%	112	1.1%	9,765	5,318	55.1%	4,190	43.4%	141	1.5%	9,649
South Mountain	1,402	58.0%	965	39.9%	49	2.0%	2,416	1,296	57.6%	920	40.9%	34	1.5%	2,250
Mohave	3,320	63.7%	1,882	36.1%	7	0.1%	5,209	3,473	63.0%	2,041	37.0%	0	0.0%	5,514
Navajo	2,944	65.7%	1,539	34.3%	0	0.0%	4,483	3,139	64.0%	1,768	36.0%	0	0.0%	4,907
Pima	15,146	56.8%	11,513	43.2%	0	0.0%	26,659	14,537	56.5%	11,189	43.5%	0	0.0%	25,726
Pinal	2,390	54.0%	1,972	44.5%	65	1.5%	4,427	2,613	56.4%	1,958	42.3%	63	1.4%	4,634
Yavapai	3,837	63.1%	2,218	36.5%	27	0.4%	6,082	3,817	62.3%	2,297	37.5%	17	0.3%	6,131
Yuma-LaPaz	3,379	58.7%	2,375	41.3%	2	0.0%	5,756	4,377	59.7%	2,951	40.3%	3	0.0%	7,331
Arizona Totals	88,940	57.2%	64,508	41.5%	1,937	1.2%	155,385	86,647	56.9%	63,913	41.9%	1,813	1.2%	152,373

Note: The Maricopa District is an aggregate of the colleges under its jurisdiction.

Headcount by Ethnic or Race Group

Fall 1998	African American		American Indian		Asian American		Caucasian		Hispanic		Undeclared/Other		Total
District	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number
Cochise	299	6.8%	51	1.2%	180	4.1%	2,637	59.8%	1,097	24.9%	149	3.4%	4,413
Coconino	47	1.2%	540	14.3%	72	1.9%	2,703	71.7%	376	10.0%	30	0.8%	3,768
Graham	60	1.2%	298	6.0%	43	0.9%	3,618	73.1%	892	18.0%	40	0.8%	4,951
Maricopa	3,496	3.9%	2,305	2.6%	2,927	3.3%	64,063	71.5%	11,462	12.8%	5,384	6.0%	89,637
Chandler-Gilbert	65	1.8%	38	1.1%	68	1.9%	2,762	78.3%	512	14.5%	82	2.3%	3,527
Estrella Mountain	79	3.7%	25	1.2%	37	1.7%	1,432	66.3%	504	23.3%	82	3.8%	2,159
GateWay	372	5.5%	290	4.3%	174	2.6%	4,757	69.9%	923	13.6%	288	4.2%	6,804
Glendale	667	3.8%	277	1.6%	674	3.8%	13,294	75.0%	2,223	12.5%	596	3.4%	17,731
Mesa	645	3.0%	567	2.7%	857	4.0%	15,929	75.0%	2,282	10.7%	948	4.5%	21,228
Paradise Valley	50	0.9%	75	1.3%	108	1.9%	4,835	86.7%	290	5.2%	216	3.9%	5,574
Phoenix	733	6.3%	438	3.8%	493	4.2%	6,450	55.2%	2,473	21.2%	1,092	9.4%	11,679
Rio Salado	350	4.0%	106	1.2%	186	2.1%	5,988	68.4%	689	7.9%	1,435	16.4%	8,754
Scottsdale	147	1.5%	403	4.1%	266	2.7%	7,910	81.0%	533	5.5%	506	5.2%	9,765
South Mountain	388	16.1%	86	3.6%	64	2.6%	706	29.2%	1,033	42.8%	139	5.8%	2,416
Mohave	24	0.5%	187	3.6%	83	1.6%	4,445	85.3%	466	8.9%	4	0.1%	5,209
Navajo	59	1.3%	1,216	27.1%	31	0.7%	2,785	62.1%	379	8.5%	13	0.3%	4,483
Pima	932	3.5%	860	3.2%	1,094	4.1%	16,540	62.0%	7,233	27.1%	0	0.0%	26,659
Pinal	133	3.0%	232	5.2%	34	0.8%	2,434	55.0%	1,253	28.3%	341	7.7%	4,427
Yavapai	40	0.7%	161	2.6%	63	1.0%	5,117	84.1%	281	4.6%	420	6.9%	6,082
Yuma-LaPaz	180	3.1%	129	2.2%	93	1.6%	2,763	48.0%	2,508	43.6%	83	1.4%	5,756
Arizona Totals	5,270	3.4%	5,979	3.8%	4,620	3.0%	107,105	68.9%	25,947	16.7%	6,464	4.2%	155,385

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Headcount by Ethnic or Race Group

Spring 1996	African American		American Indian		Asian American		Caucasian		Hispanic		Undeclared/Other		Total
District	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number
Cochise	336	7.2%	46	1.0%	185	4.0%	2,825	60.9%	1,105	23.8%	144	3.1%	4,641
Coconino	42	1.2%	520	14.9%	65	1.9%	2,462	70.4%	370	10.6%	39	1.1%	3,498
Graham	64	1.4%	262	5.6%	40	0.9%	3,433	73.3%	848	18.1%	38	0.8%	4,685
Maricopa	3,449	4.0%	2,339	2.7%	2,721	3.2%	60,403	70.8%	10,898	12.8%	5,496	6.4%	85,306
Chandler-Gilbert	58	1.8%	39	1.2%	65	2.0%	2,407	75.9%	478	15.1%	124	3.9%	3,171
Estrella Mountain	72	3.4%	28	1.3%	34	1.6%	1,384	64.7%	545	25.5%	77	3.6%	2,140
GateWay	386	5.9%	259	3.9%	158	2.4%	4,634	70.6%	845	12.9%	286	4.4%	6,568
Glendale	659	4.0%	264	1.6%	626	3.8%	12,191	74.0%	2,142	13.0%	592	3.6%	16,474
Mesa	654	3.3%	550	2.7%	832	4.1%	14,970	74.6%	2,093	10.4%	967	4.8%	20,066
Paradise Valley	60	1.1%	67	1.2%	108	2.0%	4,606	85.3%	304	5.6%	252	4.7%	5,397
Phoenix	715	6.4%	463	4.1%	450	4.0%	6,200	55.1%	2,306	20.5%	1,112	9.9%	11,246
Rio Salado	341	4.1%	109	1.3%	147	1.8%	5,625	67.4%	666	8.0%	1,457	17.5%	8,345
Scottsdale	143	1.5%	465	4.8%	261	2.7%	7,730	80.1%	528	5.5%	522	5.4%	9,649
South Mountain	361	16.0%	95	4.2%	40	1.8%	656	29.2%	991	44.0%	107	4.8%	2,250
Mohave	26	0.5%	192	3.5%	84	1.5%	4,769	86.5%	443	8.0%	0	0.0%	5,514
Navajo	71	1.4%	1,407	28.7%	27	0.6%	2,946	60.0%	441	9.0%	15	0.3%	4,907
Pima	1,035	4.0%	817	3.2%	1,104	4.3%	15,831	61.5%	6,939	27.0%	0	0.0%	25,726
Pinal	118	2.5%	195	4.2%	28	0.6%	3,407	73.5%	826	17.8%	60	1.3%	4,634
Yavapai	35	0.6%	153	2.5%	73	1.2%	5,170	84.3%	288	4.7%	412	6.7%	6,131
Yuma-LaPaz	140	1.9%	137	1.9%	86	1.2%	4,334	59.1%	2,508	34.2%	126	1.7%	7,331
Arizona Totals	5,316	3.5%	6,068	4.0%	4,413	2.9%	105,580	69.3%	24,666	16.2%	6,330	4.2%	152,373

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Headcount by Age Cohort

Fall 1995	Less than 20		20 to 24		25 to 29		30 to 39		40 to 49		50 to 59		60 and over		Unknown		
District	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Total
Cochise	914	20.7%	924	20.9%	584	13.2%	990	22.4%	675	15.3%	221	5.0%	87	2.0%	18	0.4%	4,413
Coconino	1,402	37.2%	993	26.4%	359	9.5%	515	13.7%	346	9.2%	106	2.8%	37	1.0%	10	0.3%	3,768
Graham	1,468	29.7%	754	15.2%	350	7.1%	742	15.0%	550	11.1%	379	7.7%	708	14.3%	0	0.0%	4,951
Maricopa	18,089	20.2%	22,668	25.3%	12,517	14.0%	17,994	20.1%	10,719	12.0%	4,042	4.5%	1,817	2.0%	1,791	2.0%	89,637
Chandler-Gilbert	925	26.2%	932	26.4%	372	10.5%	687	19.5%	390	11.1%	118	3.3%	68	1.9%	35	1.0%	3,527
Estrella Mountain	493	22.8%	379	17.6%	216	10.0%	497	23.0%	339	15.7%	127	5.9%	71	3.3%	37	1.7%	2,159
GateWay	546	8.0%	1,006	14.8%	1,099	16.2%	2,189	32.2%	1,307	19.2%	452	6.6%	77	1.1%	128	1.9%	6,804
Glendale	3,808	21.5%	4,604	26.0%	2,357	13.3%	3,414	19.3%	2,104	11.9%	810	4.6%	394	2.2%	240	1.4%	17,731
Mesa	4,486	21.1%	7,144	33.7%	3,231	15.2%	3,613	17.0%	1,837	8.7%	586	2.8%	214	1.0%	117	0.6%	21,228
Paradise Valley	1,177	21.1%	1,273	22.8%	777	13.9%	1,162	20.8%	749	13.4%	290	5.2%	105	1.9%	41	0.7%	5,574
Phoenix	1,903	16.3%	3,113	26.7%	1,835	15.7%	2,397	20.5%	1,349	11.6%	475	4.1%	241	2.1%	366	3.1%	11,679
Rio Salado	1,933	22.1%	887	10.1%	1,022	11.7%	2,031	23.2%	1,354	15.5%	555	6.3%	226	2.6%	746	8.5%	8,754
Scottsdale	2,070	21.2%	2,686	27.5%	1,314	13.5%	1,590	16.3%	1,081	11.1%	576	5.9%	395	4.0%	53	0.5%	9,765
South Mountain	748	31.0%	644	26.7%	294	12.2%	414	17.1%	209	8.7%	53	2.2%	26	1.1%	28	1.2%	2,416
Mohave	876	16.8%	571	11.0%	618	11.9%	1,099	21.1%	901	17.3%	538	10.3%	585	11.2%	21	0.4%	5,209
Navajo	973	21.7%	595	13.3%	507	11.3%	1,072	23.9%	811	18.1%	307	6.8%	211	4.7%	7	0.2%	4,483
Pima	5,239	19.7%	8,119	30.5%	3,875	14.5%	5,190	19.5%	3,096	11.6%	874	3.3%	202	0.8%	64	0.2%	26,659
Pinal	953	21.5%	726	16.4%	468	10.6%	860	19.4%	537	12.1%	271	6.1%	612	13.8%	0	0.0%	4,427
Yavapai	1,230	20.2%	902	14.8%	447	7.3%	930	15.3%	1,008	16.6%	600	9.9%	932	15.3%	33	0.5%	6,082
Yuma-LaPaz	1,323	23.0%	1,439	25.0%	748	13.0%	1,151	20.0%	691	12.0%	230	4.0%	174	3.0%	0	0.0%	5,756
Arizona Totals	32,467	20.9%	37,691	24.3%	20,473	13.2%	30,543	19.7%	19,334	12.4%	7,568	4.9%	5,365	3.5%	1,944	1.3%	155,385

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Headcount by Age Cohort

Spring 1996	Less than 20		20 to 24		25 to 29		30 to 39		40 to 49		50 to 59		60 and over		Unknown		
District	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Total
Cochise	840	18.1%	977	21.1%	670	14.4%	1,035	22.3%	748	16.1%	247	5.3%	99	2.1%	25	0.5%	4,641
Coconino	918	26.2%	1,065	30.4%	408	11.7%	591	16.9%	364	10.4%	112	3.2%	34	1.0%	6	0.2%	3,498
Graham	1,305	27.9%	695	14.8%	344	7.3%	699	14.9%	555	11.8%	378	8.1%	709	15.1%	0	0.0%	4,685
Maricopa	15,605	18.3%	22,077	25.9%	12,262	14.4%	17,153	20.1%	10,465	12.3%	3,866	4.5%	2,121	2.5%	1,757	2.1%	85,306
Chandler-Gilbert	769	24.3%	932	29.4%	370	11.7%	586	18.5%	329	10.4%	103	3.2%	58	1.8%	24	0.8%	3,171
Estrella Mountain	437	20.4%	384	17.9%	219	10.2%	484	22.6%	329	15.4%	141	6.6%	120	5.6%	26	1.2%	2,140
GateWay	467	7.1%	1,005	15.3%	1,053	16.0%	2,070	31.5%	1,288	19.6%	456	6.9%	114	1.7%	115	1.8%	6,568
Glendale	3,295	20.0%	4,448	27.0%	2,306	14.0%	3,295	20.0%	1,977	12.0%	659	4.0%	329	2.0%	165	1.0%	16,474
Mesa	3,750	18.7%	6,964	34.7%	3,202	16.0%	3,420	17.0%	1,803	9.0%	540	2.7%	234	1.2%	153	0.8%	20,066
Paradise Valley	1,100	20.4%	1,300	24.1%	718	13.3%	1,098	20.3%	713	13.2%	259	4.8%	154	2.9%	55	1.0%	5,397
Phoenix	1,697	15.1%	3,046	27.1%	1,767	15.7%	2,308	20.5%	1,389	12.4%	493	4.4%	255	2.3%	291	2.6%	11,246
Rio Salado	1,652	19.8%	805	9.6%	955	11.4%	1,932	23.2%	1,356	16.2%	546	6.5%	308	3.7%	791	9.5%	8,345
Scottsdale	1,808	18.7%	2,608	27.0%	1,369	14.2%	1,561	16.2%	1,089	11.3%	611	6.3%	527	5.5%	76	0.8%	9,649
South Mountain	630	28.0%	585	26.0%	303	13.5%	399	17.7%	192	8.5%	58	2.6%	22	1.0%	61	2.7%	2,250
Mohave	516	9.4%	817	14.8%	573	10.4%	1,122	20.3%	941	17.1%	634	11.5%	888	16.1%	23	0.4%	5,514
Navajo	938	19.1%	771	15.7%	594	12.1%	1,128	23.0%	885	18.0%	378	7.7%	204	4.2%	9	0.2%	4,907
Pima	4,389	17.1%	8,121	31.6%	3,871	15.0%	5,071	19.7%	3,084	12.0%	912	3.5%	238	0.9%	40	0.2%	25,726
Pinal	567	12.2%	974	21.0%	498	10.7%	891	19.2%	606	13.1%	325	7.0%	773	16.7%	0	0.0%	4,634
Yavapai	1,058	17.3%	1,007	16.4%	478	7.8%	949	15.5%	1,005	16.4%	647	10.6%	961	15.7%	26	0.4%	6,131
Yuma-LaPaz	1,570	21.4%	1,151	15.7%	698	9.5%	1,084	14.8%	684	9.3%	510	7.0%	1,634	22.3%	0	0.0%	7,331
Arizona Totals	27,706	18.2%	37,655	24.7%	20,396	13.4%	29,723	19.5%	19,337	12.7%	8,009	5.3%	7,661	5.0%	1,886	1.2%	152,373

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Headcount by Residency Status

Fall 1995	Resident		Out-of-County		Out-of-State		Foreign		Undeclared		Total
District	Number	%	Number	%	Number	%	Number	%	Number	%	Number
Cochise	4,109	93.1%	53	1.2%	251	5.7%	0	0.0%	0	0.0%	4,413
Coconino	3,303	87.7%	334	8.9%	131	3.5%	0	0.0%	0	0.0%	3,768
Graham	4,023	81.3%	735	14.8%	193	3.9%	0	0.0%	0	0.0%	4,951
Maricopa	84,404	94.2%	1,462	1.6%	3,008	3.4%	763	0.9%	0	0.0%	89,637
Chandler-Gilbert	3,404	96.5%	52	1.5%	59	1.7%	12	0.3%	0	0.0%	3,527
Estrella Mountain	2,126	98.5%	0	0.0%	29	1.3%	4	0.2%	0	0.0%	2,159
GateWay	6,421	94.4%	112	1.6%	245	3.6%	26	0.4%	0	0.0%	6,804
Glendale	17,118	96.5%	125	0.7%	386	2.2%	102	0.6%	0	0.0%	17,731
Mesa	19,260	90.7%	683	3.2%	969	4.6%	316	1.5%	0	0.0%	21,228
Paradise Valley	5,385	96.6%	14	0.3%	156	2.8%	19	0.3%	0	0.0%	5,574
Phoenix	11,237	96.2%	150	1.3%	199	1.7%	93	0.8%	0	0.0%	11,679
Rio Salado	8,271	94.5%	177	2.0%	289	3.3%	17	0.2%	0	0.0%	8,754
Scottsdale	8,876	90.9%	141	1.4%	587	6.0%	161	1.6%	0	0.0%	9,765
South Mountain	2,306	95.4%	8	0.3%	89	3.7%	13	0.5%	0	0.0%	2,416
Mohave	4,754	91.3%	49	0.9%	406	7.8%	0	0.0%	0	0.0%	5,209
Navajo	3,464	77.3%	907	20.2%	112	2.5%	0	0.0%	0	0.0%	4,483
Pima	22,970	86.2%	2,059	7.7%	1,073	4.0%	557	2.1%	0	0.0%	26,659
Pinal	3,220	72.7%	870	19.7%	337	7.6%	0	0.0%	0	0.0%	4,427
Yavapai	5,212	85.7%	516	8.5%	325	5.3%	28	0.5%	1	0.0%	6,082
Yuma-LaPaz	5,231	90.9%	114	2.0%	285	5.0%	114	2.0%	12	0.2%	5,756
Arizona Totals	140,690	90.5%	7,099	4.6%	6,121	3.9%	1,462	0.9%	13	0.0%	155,385

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Headcount by Residency Status

Spring 1996	Resident		Out-of-County		Out-of-State		Foreign		Undeclared		Total
District	Number	%	Number	%	Number	%	Number	%	Number	%	Number
Cochise	4,391	94.6%	150	3.2%	100	2.2%	0	0.0%	0	0.0%	4,641
Coconino	3,030	86.6%	335	9.6%	133	3.8%	0	0.0%	0	0.0%	3,498
Graham	3,806	81.2%	652	13.9%	227	4.8%	0	0.0%	0	0.0%	4,685
Maricopa	80,123	93.9%	1,220	1.4%	3,101	3.6%	862	1.0%	0	0.0%	85,306
Chandler-Gilbert	3,033	95.6%	52	1.6%	73	2.3%	13	0.4%	0	0.0%	3,171
Estrella Mountain	2,090	97.7%	3	0.1%	43	2.0%	4	0.2%	0	0.0%	2,140
GateWay	6,168	93.9%	103	1.6%	263	4.0%	34	0.5%	0	0.0%	6,568
Glendale	15,815	96.0%	115	0.7%	395	2.4%	149	0.9%	0	0.0%	16,474
Mesa	18,374	91.6%	493	2.5%	901	4.5%	298	1.5%	0	0.0%	20,066
Paradise Valley	5,160	95.6%	15	0.3%	204	3.8%	18	0.3%	0	0.0%	5,397
Phoenix	10,812	96.1%	121	1.1%	215	1.9%	98	0.9%	0	0.0%	11,246
Rio Salado	7,837	93.9%	168	2.0%	320	3.8%	20	0.2%	0	0.0%	8,345
Scottsdale	8,687	90.0%	142	1.5%	621	6.4%	199	2.1%	0	0.0%	9,649
South Mountain	2,147	95.4%	8	0.4%	66	2.9%	29	1.3%	0	0.0%	2,250
Mohave	4,879	88.5%	38	0.7%	597	10.8%	0	0.0%	0	0.0%	5,514
Navajo	3,855	78.6%	943	19.2%	109	2.2%	0	0.0%	0	0.0%	4,907
Pima	22,107	85.9%	1,912	7.4%	1,122	4.4%	585	2.3%	0	0.0%	25,726
Pinal	2,637	56.9%	959	20.7%	1,038	22.4%	0	0.0%	0	0.0%	4,634
Yavapai	5,307	86.6%	446	7.3%	341	5.6%	34	0.6%	3	0.0%	6,131
Yuma-LaPaz	5,291	72.2%	102	1.4%	1,443	19.7%	480	6.5%	15	0.2%	7,331
Arizona Totals	135,426	88.9%	6,757	4.4%	8,211	5.4%	1,961	1.3%	18	0.0%	152,373

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Non-Credit Classes and Non-Credit Enrollment

Non-Credit Classes Not counted in credit Enrollment figures	July 1 to Dec. 31, 1995				Jan. 1 to June 30, 1996				Totals: 1995-1996			
	Number of Classes		Number of Students		Number of Classes		Number of Students		Number of Classes		Number of Students	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Cochise	29	1.0%	316	1.1%	45	1.5%	543	1.4%	74	1.2%	859	1.3%
Coconino	8	0.3%	102	0.3%	14	0.5%	183	0.5%	22	0.4%	285	0.4%
Graham	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Maricopa	1,059	36.8%	14,472	48.5%	1,449	47.2%	19,832	52.6%	2,508	42.2%	34,304	50.8%
Chandler-Gilbert	164	5.7%	1,018	3.4%	211	6.9%	1,321	3.5%	375	6.3%	2,339	3.5%
Estrella Mountain	45	1.6%	530	1.8%	82	2.7%	739	2.0%	127	2.1%	1,269	1.9%
GateWay	13	0.5%	539	1.8%	15	0.5%	621	1.6%	28	0.5%	1,160	1.7%
Glendale	172	6.0%	1,506	5.0%	227	7.4%	2,166	5.7%	399	6.7%	3,672	5.4%
Mesa	220	7.6%	3,200	10.7%	246	8.0%	4,574	12.1%	466	7.8%	7,774	11.5%
Paradise Valley	134	4.7%	3,629	12.2%	133	4.3%	3,628	9.6%	267	4.5%	7,257	10.7%
Phoenix	55	1.9%	766	2.6%	113	3.7%	1,340	3.6%	168	2.8%	2,106	3.1%
Rio Salado	16	0.6%	72	0.2%	24	0.8%	175	0.5%	40	0.7%	247	0.4%
Scottsdale	211	7.3%	2,828	9.5%	371	12.1%	4,877	12.9%	582	9.8%	7,705	11.4%
South Mountain	29	1.0%	384	1.3%	27	0.9%	391	1.0%	56	0.9%	775	1.1%
Mohave	16	0.6%	128	0.4%	0	0.0%	0	0.0%	16	0.3%	128	0.2%
Navajo	29	1.0%	247	0.8%	37	1.2%	281	0.7%	66	1.1%	528	0.8%
Pima	1,562	54.3%	11,979	40.1%	1,240	40.4%	9,769	25.9%	2,802	47.1%	21,748	32.2%
Pinal	73	2.5%	1,432	4.8%	184	6.0%	5,456	14.5%	257	4.3%	6,888	10.2%
Yavapai	103	3.6%	1,175	3.9%	102	3.3%	1,636	4.3%	205	3.4%	2,811	4.2%
Yuma-LaPaz	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Arizona Totals	2,879	100.0%	29,851	100.0%	3,071	100.0%	37,700	100.0%	5,950	100.0%	67,551	100.0%

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

College Continuation Status: Continuing & Returning, First-Time Students or Higher Education Transfers

1995-96 District	Fall 1995			Spring 1996		
	Continuing & Returning	1st-time Students	Higher Ed Transfers	Continuing & Returning	1st-time Students	Higher Ed Transfers
Cochise	2,505	1,222	686	3,479	708	454
Coconino	1,024	409	2,335	1,163	356	1,979
Graham	2,770	1,691	490	3,555	663	467
Maricopa	54,861	30,537	22,466	62,341	27,832	22,265
Chandler-Gilbert	1,824	1,689	872	2,108	1,498	763
Estrella Mountain	1,130	955	439	1,335	967	424
GateWay	3,692	2,019	2,110	4,083	1,989	2,083
Glendale	11,696	5,497	3,777	13,310	4,864	3,654
Mesa	13,734	8,718	6,710	15,478	7,768	6,575
Paradise Valley	3,220	1,912	1,566	3,646	1,792	1,631
Phoenix	7,788	3,725	2,168	8,612	3,412	2,252
Rio Salado	4,201	1,146	786	5,145	998	801
Scottsdale	6,070	3,899	3,616	7,101	3,626	3,711
South Mountain	1,506	977	422	1,523	918	371
Mohave	2,850	2,684	N/A	2,613	3,332	N/A
Navajo	3,212	902	1,638	3,779	822	1,666
Pima	19,074	4,624	2,961	21,136	2,637	1,953
Pinal	2,003	1,827	102	1,058	1,171	61
Yavapai	4,076	23	534	4,614	24	541
Yuma-LaPaz	2,751	3,261	N/A	3,350	3,980	N/A
Arizona Totals	95,126	47,180	31,212	104,475	41,525	29,386

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Headcount by High School Graduation Status

1995-96 District	Fall 1995 High School Graduation Status			Spring 1996 High School Graduation Status		
	Previous yr. AZ HS Grad	Other AZ HS Grads	G.E.D. Completers	Previous yr. AZ HS Grad	Other AZ HS Grads	G.E.D. Completers
Cochise	283	1,185	402	287	1,074	445
Coconino	973	256	138	589	250	145
Graham	492	2,641	308	416	2,498	314
Maricopa	6,282	45,914	1,280	6,286	42,253	1,740
Chandler-Gilbert	278	2,075	0	280	1,786	0
Estrella Mountain	132	1,163	84	134	1,072	72
GateWay	72	3,426	147	96	3,219	124
Glendale	1,759	9,522	567	1,713	8,744	692
Mesa	1,935	10,457	220	1,870	9,569	583
Paradise Valley	453	2,796	0	510	2,561	0
Phoenix	808	6,434	204	811	6,006	226
Rio Salado	33	4,301	0	83	3,907	0
Scottsdale	645	4,429	0	635	4,145	0
South Mountain	167	1,311	58	154	1,244	43
Mohave	153	1,074	250	127	739	102
Navajo	218	2,756	304	222	2,979	355
Pima	1,907	10,812	1,751	1,829	9,682	1,560
Pinal	382	1,269	262	313	1,200	222
Yavapai	510	1,946	212	461	1,874	212
Yuma-LaPaz	564	1,915	271	513	1,727	280
Arizona Totals	11,764	69,768	5,178	11,043	64,276	5,375

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

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Miscellaneous Headcount Information

1995-96 District	Fall 1995					Spring 1996				
	Veterans receiving benefits	Students reporting as physically challenged	Students receiving Federal financial aid	Students in JTPA or other Federal Programs	Students enrolled in prison courses	Veterans receiving benefits	Students reporting as physically challenged	Students receiving Federal financial aid	Students in JTPA or other Federal Programs	Students enrolled in prison courses
Cochise	380	4	2,709	N/A	260	409	7	see fall	N/A	260
Coconino	73	89	746	176	0	71	70	826	151	0
Graham	40	198	683	238	191	37	191	577	250	202
Maricopa	2,285	2,473	18,456	6,610	1,838	2,234	2,330	18,490	6,597	1,749
Chandler-Gilbert	70	93	432	0	0	72	92	451	0	0
Estrella Mountain	3	90	389	6	0	3	91	422	18	0
GateWay	77	193	692	6	0	87	145	751	4	0
Glendale	619	399	3,775	127	0	557	422	3,854	117	0
Mesa	796	811	5,289	112	0	843	744	5,142	150	0
Paradise Valley	109	194	796	0	0	101	133	777	0	0
Phoenix	292	88	3,562	264	0	266	83	3,562	205	0
Rio Salado	100	181	258	6,066	1,838	110	153	287	6,065	1,749
Scottsdale	190	357	2,530	29	0	175	393	2,530	38	0
South Mountain	29	67	733	0	0	20	74	714	0	0
Mohave	59	147	704	10	0	107	186	980	37	0
Navajo	50	206	569	33	142	64	217	559	13	198
Pima	931	671	5,965	see spring	497	964	659	6,354	435	576
Pinal	61	40	741	113	232	66	45	642	103	258
Yavapai	77	15	see spring	N/A	N/A	88	12	1,425	N/A	N/A
Yuma-LaPaz	193	N/A	1,939	58	0	160	N/A	1,837	see fall	17
Arizona Totals	4,149	3,843	32,512	7,238	3,160	4,200	3,717	31,690	7,586	3,260

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Degrees and Certificates Awarded

1995-96	Degrees Awarded				Certificates Awarded				
District	Academic	Occupational	Other	Total	1 to 15 hrs	16 to 30 hrs	31 to 45 hrs	45 or more	Total
Cochise	91	32	0	123	64	52	13	0	129
Coconino	29	4	4	37	14	16	1	0	31
Graham	105	40	0	145	0	224	7	7	238
Maricopa	2,052	1,353	49	3,454	1,139	857	1,130	40	3,166
Chandler-Gilbert	123	5	0	128	0	3	39	0	42
Estrella Mountain	42	0	0	42	2	1	1	0	4
GateWay	26	184	0	210	134	173	189	27	523
Glendale	434	255	5	694	398	88	12	0	498
Mesa	730	354	0	1,084	18	65	140	13	236
Paradise Valley	93	15	44	152	0	9	7	0	16
Phoenix	254	302	0	556	474	71	168	0	713
Rio Salado	81	58	0	139	32	433	498	0	963
Scottsdale	163	174	0	337	79	8	76	0	163
South Mountain	106	6	0	112	2	6	0	0	8
Mohave	73	97	0	170	16	39	51	0	106
Navajo	67	59	0	126	0	0	31	0	31
Pima	110	526	351	987	331	131	212	13	687
Pinal	145	105	0	250	2	38	18	13	71
Yavapai	78	97	0	175	0	0	22	5	27
Yuma-LaPaz	261	0	0	261	0	15	0	0	15
Arizona Totals	3,011	2,313	404	5,728	1,566	1,372	1,485	78	4,501

Degrees and Certificates Awarded, 1995-1996: 10,229

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Off-Campus Programs

1995-96 District	Fall 1995			Spring 1996		
	Number of Students	Number of Classes	Number of Locations	Number of Students	Number of Classes	Number of Locations
Cochise	652	109	9	789	105	9
Coconino	1,351	92	4	857	76	4
Graham	2,452	321	14	2,279	335	13
Maricopa	17,780	2,194	270	19,674	2,602	277
Chandler-Gilbert	434	51	6	441	57	8
Estrella Mountain	278	19	9	324	21	9
GateWay	3,634	255	83	4,673	338	83
Glendale	386	26	8	265	20	7
Mesa	1,926	276	5	2,083	406	5
Paradise Valley	0	0	0	0	0	0
Phoenix	749	84	17	1,043	95	20
Rio Salado	9,564	1,416	125	9,902	1,586	125
Scottsdale	398	40	9	649	52	11
South Mountain	411	27	8	294	27	9
Mohave	168	39	5	628	109	17
Navajo	0	0	0	0	0	0
Pima	6,956	460	51	6,377	402	51
Pinal	1,697	406	16	2,256	432	24
Yavapai	1,351	70	14	1,347	69	18
Yuma-LaPaz	2,478	426	10	3,095	484	10
Arizona Totals	34,885	4,117	393	37,302	4,614	423

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Arizona Community College
Financial Information: Income Data
1995-1996

NOTE: Unaudited financial information.

(Data provided by the ten community college districts)

Sources of Funds

General and Plant Funds Combined

District	Fund Balance[1]	District Tax levy	State Aid	Tuition & Fees	Grants & Contracts	Transfers & Other Revenue	Bond Proceeds	Reserve for Future Acquisitions	Total General Fund
Cochise	3,034,703	7,237,386	6,877,000	2,926,375	302,869	13,905	0	0	20,392,238
Coconino	0	2,816,734	2,204,700	1,505,021	59,000	75,197	0	(67,000)	6,593,652
Graham	14,836,008	1,229,665	11,971,700	2,006,113	1,753,205	(3,220,133)	0	(8,820,173)	19,756,385
Maricopa	78,735,742	157,644,580	40,982,300	40,343,891	0	12,188,701	20,246,206	(72,791,149)	277,350,271
Mohave	1,673,754	6,927,363	3,440,300	1,345,435	34,030	418,149	0	0	13,839,031
Navajo	1,275,000	6,749,801	4,331,400	2,020,428	443,675	547,832	15,600,000	0	30,968,136
Pima	13,589,167	39,812,746	17,871,500	18,253,525	2,771,698	3,161,390	30,203,235	(38,004,108)	87,659,153
Pinal	1,903,857	10,547,332	5,758,200	1,765,426	0	778,704	0	0	20,753,519
Yavapai	4,601,801	13,874,351	4,389,200	1,498,144	0	809,871	0	(200,000)	24,973,367
Yuma-La Paz	5,754,399	11,653,974	4,894,600	1,431,496	0	567,723	0	0	24,302,192
State Totals	$125,404,431	$258,493,932	$102,720,900	$73,095,854	$5,364,477	$15,341,339	$66,049,441	($119,882,430)	$526,587,944

[1] Fund balance at June 30, less reserves, board designations and other.

Analysis of State Aid

District	Operating State Aid	Equalization Aid	Operating Subtotal	Capital Outlay State Aid	Total State Aid
Cochise	4,778,400	1,400,300	6,178,700	698,300	6,877,000
Coconino	1,955,500	0	1,955,500	249,200	2,204,700
Graham	4,318,100	6,081,800	10,399,900	1,571,800	11,971,700
Maricopa	33,818,400	0	33,818,400	7,163,900	40,982,300
Mohave	3,008,700	0	3,008,700	431,600	3,440,300
Navajo	3,539,300	25,700	3,565,000	766,400	4,331,400
Pima	15,359,800	0	15,359,800	2,511,700	17,871,500
Pinal	5,073,200	0	5,073,200	685,000	5,758,200
Yavapai	3,863,700	0	3,863,700	525,500	4,389,200
Yuma-La Paz	4,234,200	52,100	4,286,300	608,300	4,894,600
State Totals	79,949,300	7,559,900	87,509,200	15,211,700	102,720,900

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General Fund Income

District	Fund Balance[1]	District Tax levy	State Aid	Tuition & Fees	Grants & Contracts	Other Revenue	Transfers	Total General Fund
Cochise	1,200,000	7,237,386	6,178,700	2,926,375	302,869	344,444	(617,900)	17,571,874
Coconino	0	2,816,734	1,955,500	1,505,021	59,000	210,665	(461,746)	6,085,174
Graham	3,416,568	1,229,665	10,399,900	2,006,113	1,753,205	293,265	(4,343,644)	14,755,072
Maricopa[2]	5,944,593	133,612,706	33,818,400	40,343,891	0	3,306,889	244,377	217,270,856
Mohave	1,380,750	6,926,528	3,008,700	1,345,435	34,030	168,614	(422,330)	12,441,727
Navajo	600,000	6,749,801	3,565,000	2,020,428	443,675	335,866	(827,347)	12,887,423
Pima	7,675,135	35,971,097	15,359,800	18,253,525	2,771,698	1,829,234	(1,495,000)	80,565,489
Pinal[3]	1,162,364	9,271,624	5,073,200	1,765,426	0	563,238	(12,017)	17,823,835
Yavapai	3,156,328	11,896,790	3,863,700	1,498,144	0	410,133	(6,500)	20,818,595
Yuma-La Paz	4,820,449	9,643,505	4,266,300	1,431,496	0	400,534	(16,924)	20,565,360
State Totals	29,556,187	225,355,836	87,509,200	73,095,854	5,364,477	7,862,882	(7,959,031)	420,785,405

[1] Fund balance at June 30, less reserves, board designations and other.

[2] Maricopa District Tax Levy includes in-lieu payment of $6,210,342 from Salt River Project.

[3] Pinal District Tax Levy includes in-lieu payments of $350,609.

Plant Fund Income

District	Fund Balance[1]	District Levy	State Aid	Other Revenue	Bond Proceeds	Future Acquisitions	Transfers	Total Plant Fund
Cochise	1,834,703	0	698,300	134,789	0	0	152,572	2,820,364
Coconino	0	0	249,200	38,210	0	(67,000)	288,068	508,478
Graham	11,419,440	0	1,571,800	690,673	0	(8,820,173)	139,573	5,001,313
Maricopa	72,791,149	24,031,874	7,163,900	6,378,255	20,246,206	(72,791,149)	2,259,180	60,079,415
Mohave	293,004	835	431,600	13,657	0	0	658,208	1,397,304
Navajo	675,000	0	766,400	868,146	15,600,000	0	171,167	18,080,713
Pima	5,714,032	3,841,649	2,511,700	365,435	30,203,235	(38,004,108)	2,461,721	7,093,664
Pinal	741,493	1,275,708	685,000	132,483	0	0	95,000	2,929,684
Yavapai	1,445,473	1,977,561	525,500	175,649	0	(200,000)	230,589	4,154,772
Yuma-La Paz	933,950	2,010,469	608,300	184,113	0	0	0	3,736,832
State Totals	95,848,244	33,138,096	15,211,700	8,981,410	66,049,441	(119,882,430)	6,456,078	105,802,539

[1] Fund balance at June 30, less reserves, board designations and other.

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ASSESSED VALUATION & TAX LEVY DATA

District	1995 Primary Assessed Valuation	Tax Rate Used	Primary Levy Limit	Actual Primary Levy	Percent of Tax Levy Limit Used	1995 Secondary Assessed Valuation	Actual Secondary Levy	Tax Rate Used
Cochise	409,738,705	1.7468	8,566,407	7,157,316	83.6%	416,936,109	0	
Coconino	735,540,111	0.3728	2,742,093	2,742,094	100.0%	763,229,483	0	
Graham	66,084,400	1.8353	1,212,847	1,212,847	100.0%	68,785,566	0	
Maricopa	13,493,736,826	0.9455	127,583,281	127,583,282	100.0%	14,119,434,946	23,650,054	0.1675
Mohave	830,779,742	0.8404	6,981,873	6,981,873	100.0%	903,276,096	0	
Navajo	486,626,476	1.0994	5,490,120	5,349,971	97.4%	491,659,191	1,585,109	0.3224
Pima	3,130,752,720	1.1441	35,818,942	35,818,942	100.0%	3,218,883,605	2,388,412	0.0742
Pinal	568,183,161	1.6418	14,607,990	9,327,880	63.9%	576,511,343	246,170	0.0427
Yavapai	829,329,208	1.5448	12,971,538	12,811,478	98.8%	876,036,688	1,071,393	0.1223
Yuma-La Paz[1]	523,192,638	1.8356	11,066,570	9,603,724	86.8%	535,556,677	1,767,873	0.3301
State Totals	$21,073,963,987	1.0372	$227,041,661	$218,589,407	96.3%	$21,970,309,704	$30,709,010	0.1398

[1] Yuma-La Paz assessed valuation is sum of assessed valuation for each county

EXPENDITURE CAPACITY DATA

District	Expenditure Limit Capacity	Expenditure Limit Used (dollars)	Expenditure Limit Used (percent)
Cochise	19,212,089	18,920,163	98.5%
Coconino	8,358,792	4,751,252	56.8%
Graham	14,636,575	12,336,570	84.3%
Maricopa	187,012,331	183,516,266	98.1%
Mohave	15,372,490	11,608,778	75.5%
Navajo	11,414,924	11,235,343	98.4%
Pima	54,921,427	53,445,000	97.3%
Pinal	21,846,849	18,196,645	83.3%
Yavapai	20,740,002	19,881,725	95.9%
Yuma-La Paz	20,841,354	16,396,264	78.7%
State Totals	$374,356,833	$350,288,006	93.6%

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Arizona Community College
Financial Information: Expenditure Data
1995-1996

NOTE: Unaudited financial information.

(Data provided by the ten community college districts)

Disposition of Funds

District	General Fund Expenditures	Plant Fund Expenditures				Total General Fund & Plant Fund
		Capital Outlay	Bond & Debt Redemption	Bond & Debt Interest	Total	
Cochise	15,687,004	2,098,837	195,000	160,080	2,453,917	18,140,921
Coconino	5,934,856	492,915	140,000	23,298	656,213	6,591,069
Graham	10,532,336	4,562,122	0	0	4,562,122	15,094,458
Maricopa	200,553,078	43,723,204	1,886,913	7,544,007	53,154,124	253,707,202
Mohave	10,347,543	899,375	55,000	354,583	1,308,958	11,656,501
Navajo	10,512,359	3,070,515	940,000	209,689	4,220,204	14,732,563
Pima	67,103,055	3,982,828	1,689,231	1,421,605	7,093,664	74,196,719
Pinal	16,020,616	1,277,737	320,000	128,423	1,726,160	17,746,776
Yavapai	16,868,079	2,295,087	540,355	691,877	3,527,319	20,395,398
Yuma-La Paz	15,166,862	473,700	850,000	1,107,420	2,431,120	17,597,982
State Totals	**$368,725,788**	**$62,876,320**	**$6,616,499**	**$11,640,982**	**$81,133,801**	**$449,859,589**
Percent of Total	82.0%	14.0%	1.5%	2.5%	18.0%	100.0%

Summary of General Fund Current Operating Expenditures

Summary by Object Classification

District	Salaries and Wages	Employee Benefits	Contractual Services	Supplies	Current Fixed Charges	Utilities & Communication	Travel	Miscellaneous & Contingencies	Transfers Out	Totals
Cochise	10,337,596	1,901,966	858,669	922,684	342,946	739,773	207,046	376,324	0	15,687,004
Coconino	3,591,930	572,344	240,790	828,218	432,187	105,304	111,400	52,683	0	5,934,856
Graham	6,813,768	1,037,517	384,983	1,225,164	283,620	522,371	218,747	46,166	0	10,532,336
Maricopa	143,072,369	25,625,003	11,046,177	4,225,492	2,044,678	7,401,425	1,109,081	1,290,969	4,737,884	200,553,078
Mohave	6,762,951	1,199,618	475,233	1,019,894	98,786	543,003	217,389	30,669	0	10,347,543
Navajo	6,197,394	1,148,870	680,997	501,589	392,535	477,310	116,914	996,750	0	10,512,359
Pima	47,721,835	7,384,835	3,408,324	2,545,033	1,507,035	3,448,002	849,730	238,261	0	67,103,055
Pinal	10,146,762	2,083,183	1,248,325	999,371	264,096	866,727	235,872	176,280	0	16,020,616
Yavapai	11,162,139	1,849,279	1,074,093	1,170,762	436,322	927,230	188,181	60,073	0	16,868,079
Yuma-La Paz	9,754,423	2,123,550	664,037	898,322	625,468	822,978	278,084	0	0	15,166,862
State Totals	255,561,167	44,926,165	20,081,628	14,336,529	6,427,673	15,854,123	3,532,444	3,268,175	4,737,884	368,725,788
Percent of Total	69.31%	12.18%	5.45%	3.89%	1.74%	4.30%	0.96%	0.89%	1.28%	100.00%

Summary by Functional Classification

District	Instruction	Academic Support	Admin/Instr. Support	Student Services	M & O of Plant	Scholarships	Public Service	Contingencies	Transfers & Auxiliary Enterprises	Totals
Cochise	7,794,406	507,843	3,355,202	1,649,857	2,025,058	354,638	0	0	0	15,687,004
Coconino	2,589,447	444,449	1,188,767	879,288	748,484	13,681	0	30,000	40,740	5,934,856
Graham	5,546,729	361,306	1,453,997	1,513,065	1,657,239	0	0	0	0	10,532,336
Maricopa	104,524,398	22,970,690	35,373,856	16,252,070	16,242,825	0	451,355	0	4,737,884	200,553,078
Mohave	4,564,697	1,750,403	2,006,836	882,027	1,143,580	0	0	0	0	10,347,543
Navajo	5,347,918	674,007	3,145,663	702,642	484,421	157,708	0	0	0	10,512,359
Pima	31,091,734	9,761,803	10,883,841	8,863,278	6,502,399	0	0	0	0	67,103,055
Pinal	7,658,454	1,235,176	3,067,181	1,329,204	2,474,034	176,280	80,287	0	0	16,020,616
Yavapai	7,610,873	1,865,795	3,729,619	1,274,865	2,184,160	0	202,767	0	0	16,868,079
Yuma-La Paz	8,081,956	769,718	2,368,491	1,515,001	2,171,464	260,232	0	0	0	15,166,862
State Totals	184,810,612	40,341,190	66,573,453	34,861,297	35,633,664	962,539	734,409	30,000	4,778,624	368,725,788
Percent of Total	50.12%	10.94%	18.06%	9.45%	9.66%	0.26%	0.20%	0.01%	1.30%	100.00%

Summary of Investment in Plant

Ending Balance Investment in Plant

District	Equipment	Buildings	Land	Improvements (Other)	Library Books	Art & Museum Collections	Interest	Tele-Communications	Construction in Progress	Miscellaneous	Totals
Cochise	10,533,635	10,827,457	1,283,400	2,245,771	1,004,606	1,505	0	0	4,705,572	0	30,601,946
Coconino	1,697,045	0	0	152,027	36,822	0	0	0	0	0	1,885,894
Graham	8,886,133	18,129,040	351,308	2,632,856	698,477	0	0	0	0	0	30,697,814
Maricopa	67,867,186	185,767,876	20,991,735	12,455,496	6,439,248	0	0	6,974,066	3,053,224	0	303,548,831
Mohave	5,736,519	11,616,082	726,547	967,696	1,168,408	0	0	0	0	0	20,215,252
Navajo	4,727,254	4,257,306	432,883	4,056,623	730,793	0	0	0	2,182,377	0	16,387,236
Pima	19,585,031	66,789,627	5,934,151	208,195	3,929,116	0	0	0	0	0	96,446,120
Pinal	8,643,926	17,378,839	455,002	0	1,116,679	0	0	0	0	0	27,594,446
Yavapai	8,132,782	23,996,638	3,003,222	98,932	1,838,412	0	6,015	0	1,036,111	83,116	38,195,228
Yuma-La Paz	6,876,808	25,014,629	316,545	7,411,147	1,187,706	0	46,581	0	0	5,905	40,859,321
State Totals	142,686,319	363,777,494	33,494,793	30,228,743	18,150,267	1,505	52,596	6,974,066	10,977,284	89,021	606,432,088

Summary of Interest Payments on Bonds and Other Debt

Description	Cochise	Coconino	Graham	Maricopa	Mohave	Navajo	Pima	Pinal	Yavapai	Yuma-La Paz	Totals
General Obligation Bonds	0	0	0	6,502,730	0	0	0	120,775	248,358	1,018,130	7,889,993
Revenue Bonds	1,875	0	0	809,596	0	0	562,245	7,648	145,589	89,290	1,616,243
Certificates of Participation	158,205	23,298	0	200,088	354,583	209,689	859,360	0	0	0	1,805,223
Capital Leases	0	0	0	31,593	0	0	0	0	0	0	31,593
Refunding Bonds	0	0	0	0	0	0	0	0	297,930	0	297,930
State Totals	160,080	23,298	0	7,544,007	354,583	209,689	1,421,605	128,423	691,877	1,107,420	11,640,982

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Summary of Bonds Issued and Retired and Other Debt

	Cochise	Coconino	Graham	Maricopa	Mohave	Navajo	Pima	Pinal	Yavapai	Yuma-La Paz	Totals
General Obligation Bonds											
Outstanding (July 1, 1995)	0	0	0	104,750,000	0	0	0	2,630,000	3,455,000	19,100,000	129,935,000
Add: New Issues				0		15,600,000	30,000,000	0	0	0	45,600,000
Less: Redemptions				0		725,000	0	305,000	375,000	660,000	2,065,000
Outstanding (June 30, 1996)	0	0	0	104,750,000	0	14,875,000	30,000,000	2,325,000	3,080,000	18,440,000	173,470,000
Revenue Bonds											
Outstanding (July 1, 1995)	100,000	0	0	16,955,000	0	0	10,300,000	145,000	2,420,000	1,575,000	31,495,000
Add: New Issues	0			0			0	0	0	0	0
Less: Redemptions	50,000			945,000			740,000	15,000	85,000	190,000	2,025,000
Outstanding (June 30, 1996)	50,000	0	0	16,010,000	0	0	9,560,000	130,000	2,335,000	1,385,000	29,470,000
Certificates of Participation											
Outstanding (July 1, 1995)	2,865,000	0	0	3,815,000	5,620,000	2,305,000	13,315,000	0	0	0	27,920,000
Add: New Issues	0	1,550,000		0	0	0	0				1,550,000
Less: Redemptions	145,000	140,000		630,000	55,000	215,000	949,231				2,134,231
Outstanding (June 30, 1996)	2,720,000	1,410,000	0	3,185,000	5,565,000	2,090,000	12,365,769	0	0	0	27,335,769
Capital Leases											
Outstanding (July 1, 1995)	0	0	0	263,742	0	0	0	0	0	0	263,742
Add: New Leases				557,298							557,298
Less: Payments				311,913							311,913
Outstanding (June 30, 1996)	0	0	0	509,127	0	0	0	0	0	0	509,127
Refunding Bonds											
Outstanding (July 1, 1995)	0	0	0	0	0	0	0	0	7,188,762	0	7,188,762
Add: New Issues									0		0
Less: Redemptions									80,355		80,355
Outstanding (June 30, 1996)	0	0	0	0	0	0	0	0	7,108,407	0	7,108,407
Total Debt Outstanding	2,770,000	1,410,000	0	124,454,127	5,565,000	16,965,000	51,925,769	2,455,000	12,523,407	19,825,000	237,893,303

Summary	Cochise	Coconino	Graham	Maricopa	Mohave	Navajo	Pima	Pinal	Yavapai	Yuma-La Paz	Totals
Outstanding (July 1, 1995)	2,965,000	0	0	125,783,742	5,620,000	2,305,000	23,615,000	2,775,000	13,063,762	20,675,000	196,802,504
New Debt	0	1,550,000	0	557,298	0	15,600,000	30,000,000	0	0	0	47,707,298
Retirements/Payments	195,000	140,000	0	1,886,913	55,000	940,000	1,689,231	320,000	540,355	850,000	6,616,499
Outstanding (June 30, 1996)	2,770,000	1,410,000	0	124,454,127	5,565,000	16,965,000	51,925,769	2,455,000	12,523,407	19,825,000	237,893,303

Full-Time Equivalent Student Report (FTSE)

District	Basic Regular	Basic Short-term, & OE/OE[1]	Basic FTSE Subtotal	Skill Center FTSE	Total FTSE
Cochise	2,321	607	2,928	0	2,928
Coconino	1,369	149	1,518	0	1,518
Graham	2,122	328	2,450	0	2,450
Maricopa	34,522	9,488	44,010	901	44,911
Mohave	1,758	378	2,136	0	2,136
Navajo	1,781	347	2,128	0	2,128
Pima	12,663	1,974	14,637	413	15,050
Pinal	2,067	1,193	3,260	0	3,260
Yavapai	2,425	293	2,718	0	2,718
Yuma-La Paz	2,609	387	2,996	0	2,996
State Totals	**63,637**	**15,144**	**78,781**	**1,314**	**80,095**

[1] OE/OE = Open Entry/Open Exit

Cost Per Full-Time Equivalent Student Factors

General Fund Operational Cost Per FTSE

District	Total Basic FTSE	General Fund Operating Expenditures	Operating Cost Per FTSE
Cochise	2,928	15,687,004	5,358
Coconino	1,518	5,934,856	3,910
Graham	2,450	10,532,336	4,299
Maricopa	44,010	200,553,078	4,557
Mohave	2,136	10,347,543	4,844
Navajo	2,128	10,512,359	4,940
Pima	14,637	67,103,055	4,584
Pinal	3,260	16,020,616	4,914
Yavapai	2,718	16,868,079	6,206
Yuma-La Paz	2,996	15,166,862	5,062
State Totals	**78,781**	**368,725,788**	**4,680**

Operating State Aid Per FTSE

District	Total Basic FTSE	Operating State Aid Received	Operating State Aid Received Per FTSE
Cochise	2,928	4,778,400	1,632
Coconino	1,518	1,955,500	1,288
Graham	2,450	4,318,100	1,762
Maricopa	44,010	33,818,400	768
Mohave	2,136	3,008,700	1,409
Navajo	2,128	3,539,300	1,663
Pima	14,637	15,359,800	1,049
Pinal	3,260	5,073,200	1,556
Yavapai	2,718	3,863,700	1,422
Yuma-La Paz	2,996	4,234,200	1,413
	78,781	**79,949,300**	**1,015**

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Arizona Community College
Teacher Certification, Faculty
and Non-teaching Full-time Staff Data
1995-1996

ARIZONA COMMUNITY COLLEGE TEACHER CERTIFICATION

The State Board of Directors for Community Colleges of Arizona recognizes that superior teaching is the primary objective of community college faculty. Accordingly, it has established statewide certification standards, pursuant to A.R.S. §15-1425.4.

Pursuant to an in-depth study, significant revisions were made in the Certification function, including fee reductions. During FY 1995-96 there was a 20% increase in the number of certificates issued.

In 1995, the Certification department implemented a program of Continuous Quality Improvement. The findings from a customer service survey revealed that the average overall quality of service was 4.33 on a scale of 1 (Very Poor) to 5 (Excellent). The survey revealed that 89% of those surveyed thought the certification application and the guidelines were clear. It also showed the Certification staff was knowledgeable, courteous and helpful 94% of the time. Out of those surveyed, 82% thought they received their certificate in a timely manner.

Note: Information regarding rules and regulations and applying for certification may be obtained by calling (602) 255-4037.

CERTIFICATION FEE SCHEDULE (Effective July 1, 1995)

A.	Regular Certificate (Life)	$65.00
B.	Special (two years)	$30.00
	Special renewal (six years)	$30.00
C.	Provisional (non-renewable)	$25.00
D.	District Specific (two years)	$30.00
	District Specific renewal	$30.00
E.	Evaluation, Duplicate, Name Change, Additional Teaching Field	$15.00
F.	Internship (six months)	$10.00

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SUMMARY OF TEACHER CERTIFICATES ISSUED

Type of Certificate	Certificates Issued
A. REGULAR CERTIFICATES	1,111
Regular certificates are valid for Life unless revoked. They are issued for full-time and part-time teaching in both academic and occupational fields.	
B. SPECIAL CERTIFICATES	1,955
For individuals not eligible for a Regular certificate, a Special certificate may be issued allowing them to teach part-time (fewer than twelve credits per semester). Special certificates are valid for two years and are renewable for six years.	
C. PROVISIONAL CERTIFICATES	1,042
For individuals who have not completed the required Community College Course, a Provisional certificate may be issued which is valid for two years and is non-renewable. Provisional certificates are issued for full-time and part-time teaching in both academic and occupational fields.	
D. DISTRICT SPECIFIC CERTIFICATES	152
A Community College district may request, in writing, certification for a person with unique qualifications who can not meet certification requirements in the desired teaching discipline. Requests for the District Specific certificate must be under the explicit signature of the Chief Executive Officer or Chief Academic Officer of the district. Monitoring by the State Board is conducted annually. District Specific certificates are valid for two years and are renewable for six years.	
CERTIFICATES ISSUED FY 1995-1996	**4,260**

Fall 1995 Faculty (Full- and Part-Time) and Non-Teaching Full-Time Staff

Fall 1995 District	Fall Faculty 1995						Non-Teaching Full-Time Staff		Total Fall 1995 Faculty & Full-Time Staff	
	Full-Time		Part-Time		Total Faculty					
	Number	%	Number	%	Number	%	Number	%	Number	%
Cochise	85	4.8%	234	3.7%	319	4.0%	177	5.8%	496	4.5%
Coconino	24	1.4%	181	2.9%	205	2.5%	58	1.9%	263	2.4%
Graham	58	3.3%	185	2.9%	243	3.0%	102	3.4%	345	3.1%
Maricopa	974	55.2%	3,248	51.5%	4,222	52.3%	1,359	44.7%	5,581	50.3%
Chandler-Gilbert	43	2.4%	181	2.9%	224	2.8%	48	1.6%	272	2.4%
Estrella Mountain	21	1.2%	57	0.9%	78	1.0%	50	1.6%	128	1.2%
GateWay	63	3.6%	293	4.7%	356	4.4%	117	3.8%	473	4.3%
Glendale	208	11.8%	459	7.3%	667	8.3%	222	7.3%	889	8.0%
Mesa	239	13.5%	788	12.5%	1,027	12.7%	214	7.0%	1,241	11.2%
Paradise Valley	52	2.9%	168	2.7%	220	2.7%	97	3.2%	317	2.9%
Phoenix	155	8.8%	485	7.7%	640	7.9%	188	6.2%	828	7.5%
Rio Salado	15	0.8%	415	6.6%	430	5.3%	160	5.3%	590	5.3%
Scottsdale	135	7.6%	303	4.8%	438	5.4%	169	5.6%	607	5.5%
South Mountain	43	2.4%	99	1.6%	142	1.8%	94	3.1%	236	2.1%
Mohave	49	2.8%	199	3.2%	248	3.1%	116	3.8%	364	3.3%
Navajo	56	3.2%	273	4.3%	329	4.1%	165	5.4%	494	4.4%
Pima	258	14.6%	1,204	19.1%	1,462	18.1%	723	23.8%	2,185	19.7%
Pinal	91	5.2%	292	4.6%	383	4.7%	170	5.6%	553	5.0%
Yavapai	78	4.4%	275	4.4%	353	4.4%	10	0.3%	363	3.3%
Yuma-LaPaz	92	5.2%	210	3.3%	302	3.7%	159	5.2%	461	4.2%
Arizona Totals	1,765	100.0%	6,301	100.0%	8,066	100.0%	3,039	100.0%	11,105	100.0%

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Spring 1996 Faculty (Full- and Part-Time) and Non-Teaching Full-Time Staff

Spring 1996 District	Spring Faculty 1996						Non-Teaching Full-Time Staff		Total Spring 1996 Faculty & Full-Time Staff	
	Full-Time		Part-Time		Total Faculty					
	Number	%	Number	%	Number	%	Number	%	Number	%
Cochise	86	4.9%	239	3.7%	325	4.0%	169	5.6%	494	4.4%
Coconino	24	1.4%	172	2.7%	196	2.4%	58	1.9%	254	2.3%
Graham	60	3.4%	165	2.6%	225	2.8%	103	3.4%	328	2.9%
Maricopa	970	54.8%	3,269	51.3%	4,239	52.1%	1,387	45.7%	5,626	50.3%
Chandler-Gilbert	47	2.7%	169	2.7%	216	2.7%	52	1.7%	268	2.4%
Estrella Mountain	21	1.2%	45	0.7%	66	0.8%	50	1.6%	116	1.0%
GateWay	63	3.6%	288	4.5%	351	4.3%	117	3.9%	468	4.2%
Glendale	208	11.8%	449	7.0%	657	8.1%	227	7.5%	884	7.9%
Mesa	233	13.2%	794	12.5%	1,027	12.6%	219	7.2%	1,246	11.1%
Paradise Valley	52	2.9%	166	2.6%	218	2.7%	97	3.2%	315	2.8%
Phoenix	156	8.8%	505	7.9%	661	8.1%	188	6.2%	849	7.6%
Rio Salado	12	0.7%	424	6.7%	436	5.4%	165	5.4%	601	5.4%
Scottsdale	135	7.6%	314	4.9%	449	5.5%	178	5.9%	627	5.6%
South Mountain	43	2.4%	115	1.8%	158	1.9%	94	3.1%	252	2.3%
Mohave	50	2.8%	245	3.8%	295	3.6%	117	3.9%	412	3.7%
Navajo	55	3.1%	310	4.9%	365	4.5%	168	5.5%	533	4.8%
Pima	260	14.7%	1,150	18.0%	1,410	17.3%	705	23.2%	2,115	18.9%
Pinal	93	5.3%	321	5.0%	414	5.1%	171	5.6%	585	5.2%
Yavapai	80	4.5%	294	4.6%	374	4.6%	11	0.4%	385	3.4%
Yuma-LaPaz	91	5.1%	210	3.3%	301	3.7%	145	4.8%	446	4.0%
Arizona Totals	1,769	100.0%	6,375	100.0%	8,144	100.0%	3,034	100.0%	11,178	100.0%

Note: The Maricopa District total is an aggregate of the colleges under its jurisdiction.

Federal Vocational Education Funding
1995-1996

FEDERAL VOCATIONAL EDUCATION FUNDING
FISCAL YEAR 1995-1996

	FEDERAL FUNDS ADMINISTERED BY STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES			FEDERAL FUNDS ALLOCATED DIRECTLY BY STATE BOARD OF VOCATIONAL EDUCATION	TOTAL FEDERAL VOCATIONAL EDUCATION FUNDS		
DISTRICT	FORMULA	DISCRETIONARY	TOTAL	DISCRETIONARY	FORMULA	DISCRETIONARY	TOTAL
Cochise	$159,723	$124,921	$284,644	$95,225	$159,723	$220,146	$379,869
Coconino	$105,751	$131,863	$237,614	$20,361	$105,751	$152,224	$257,975
Graham (EAC)	$123,128	$188,606	$311,734	$0	$123,128	$188,606	$311,734
Maricopa	$490,405	$65,000	$555,405	$356,035	$490,405	$421,035	$911,440
Mohave	$92,939	$36,417	$129,356	$81,392	$92,939	$117,809	$210,748
Navajo (NPC)	$171,397	$45,416	$216,813	$86,203	$171,397	$131,619	$303,016
Pima	$218,173	$36,232	$254,405	$141,425	$218,173	$177,657	$395,830
Pinal (CAC)	$130,764	$204,266	$335,030	$17,733	$130,764	$221,999	$352,763
Yavapai	$81,880	$151,928	$233,808	$61,085	$81,880	$213,013	$294,893
Yuma/La Paz	$181,050	$36,416	$217,466	$120,816	$181,050	$157,232	$338,282
State Leadership	$0	$170,000	$170,000	$0	$0	$170,000	$170,000
TOTAL	$1,755,210	$1,191,065	$2,946,275	$980,275	$1,755,210	$2,171,340	$3,926,550

Maricopa:
SP/DH Project funded in partnership with Ensuring Opportunity Coalition ($65,000)
8/96/tg